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ABSTRACT

Economic and technical cooperation among the nations of Europe is one part of the move towards European integration. To ensure the long term strength of Europe unity, it is necessary to have similar links in the field of education. This document is a report from a symposium in which educators gathered to exchange information and experiences about Europe in education. The main theme of the symposium was "Europe" and the ways in which that topic might be taught and discussed in schools. Symposium participants were drawn from Belgium, Italy, Portugal, Scotland, Hungary, Netherlands, and West Germany. Representatives from the Close Up Foundation in the United States (an organization with experience in promoting political awareness in the curriculum throughout the United States) also attended. This report contains the three main lectures, the three presentations, and the four workshops given at the symposium. The main lectures were: "Political Education in Germany" (G. Hacker); "Political Education in and about Europe" (H. Hooghoff); and "European Regionalism" (T. Stammen). The presentations included: Italy (F. Baratta); United States (J. Bonstingl); and Portugal (Z. Magelhaes). The workshops covered: "Social Education and Values: Their Place in the Scottish System" (I. Barr); "Theory and Practice on Social Studies" (S. George); "The Close Up Foundation" (C. Tampio; M. J. Turner); and "Calabria Mia, As an Example of the European Dimension" (H. Hooghoff). Three appendices are included describing in-service training at Dillingen, West Germany; outlining the program of the symposium; and listing the symposium participants. (DB)

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Report on the International Symposium "Social Studies and Civic Education in Europe"

Dillingen, Bavaria, West Germany, July 17-21 1989

Editors:

Ian M. Barr (SCCC)
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VORWORT

In den letzten Jahren hat der Ausbau des "europäischen Hauses" beachtliche Formen angenommen. Wirtschaftliche und technische Zusammenarbeit der Nationen sind nur ein Teil des Fundaments europäischer Integration. Um das Zusammenwachsen Europas nachhaltig zu sichern, bedarf es entsprechender Anstrengungen im Bereich der Erziehung.

Ausgehend von dieser Erkenntnis haben die Akademie für Lehrerfortbildung in Dillingen und das niederländische Institut für Lehrplanentwicklung (SLO) im Jahre 1987 vereinbart, der europäischen Dimension in der Lehrerfortbildung einen besonderen Stellenwert beizumessen. Mit dem 1. Dillinger Symposium im Juli 1989 wurde eine Plattform geschaffen, die es Lehrern und anderen im Bildungsbereich tätigen ermöglichen sollte, Erfahrungen über "Europa im Unterricht" auszutauschen. An diesem Symposium nahmen Kolleginnen und Kollegen aus Belgien, Italien, Niederlande, Portugal, Schottland, Ungarn und der Bundesrepublik Deutschland sowie einige Gäste aus Nordamerika teil. Der grosse Erfolg dieser Veranstaltung ermutigte die Organisatoren wie Teilnehmer, das "Dillinger Symposium" als eine zentrale Einrichtung zur Förderung der europäischen Dimension in der Erziehung zu institutionalisieren. Die zentrale Lage in Europa sowie die günstigen technischen Voraussetzungen der Akademie für Lehrerfortbildung in Dillingen unterstreichen dieses Anliegen.

Der vorliegende Bericht über das 1. Dillinger Symposium fasst wesentliche Beiträge zusammen, die versuchen die Ausgangssituationen zu beschreiben. Darauf aufbauend sollen in den folgenden Jahren im Rahmen dieses Dillinger Sumposiums konkrete Anregungen und Hilfen für Lehrer aller Schularten und Nationen erarbeitet werden, die dazu geeignet sind, den Europagedanken in unserer Jugend zu festigen.

Ludwig Häring
Direktor der Akademie
für Lehrerfortbildung

Hans Hooghoff
Senior curriculum advisor for the
Social Studies and Humanities (SLO)

PREFACE

Over the last few years the idea of a "European House" has grown up. Economic and technical cooperation between Europe's nations is one part of the move towards a more fundamental European integration. To ensure the long term strength of European unity it is also necessary to strive for similar links in the field of education.
Based on this recognition the Academy for In-service Training at Dillingen in Bavaria and the Dutch National Institute for Curriculum Development (SLO) decided in 1987 to promote jointly the European dimension as a specific focus for in-service training and professional development.
One result of this was the first Dillingen symposium in 1989, a forum for teachers and educators to exchange information and experiences about Europe in education. The 1989 symposium gathered together representatives from Belgium, Italy, Portugal, Scotland, Hungary, Netherlands and the Federal Republic of Germany along with three colleagues from the USA. The great success of this meeting has encouraged the organisers and participants to formalise the forum into the so-called "Dillingen Symposia", as a focus for the improvement of the European dimension in the curriculum. The central geographical location in Europe and the facilities of the Academy at Dillingen make it an ideal location and opportunity to consolidate this intention.
This report on the first Dillingen symposium gathers together the most important lectures and presentations which described the starting position. Based on that in the coming years, and within the context of the symposium there will be work on developing concrete materials for teachers in all types of schools in all nations, East and West, who are able to promote the idea of being European citizens of the future.

Ludwig Häring
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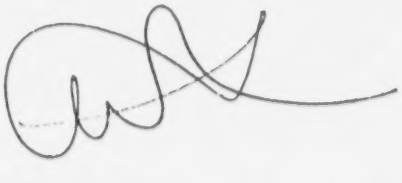

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1.1. Introduction/background

In May 1988 the Ministers of Education of the countries of the European Community adopted a resolution which aims at the enhancement of the European dimension in education.

National authorities have been requested to outline policies that should lead to attention for Europe in terms of at least Social Studies and Languages courses. Only marginal attention is being paid to the European dimension in relation to teacher training and curriculum development.

The Bavarian Academy for In-Service Training at Dillingen and the Dutch National Institute for Curriculum Development (SLO) organized an international symposium on Europe in Social Studies and Civic Education at Dillingen, Bavaria, West Germany, from 16-22 July 1989. A main theme of the symposium was "Europe" and the ways in which that topic might be taught and discussed in schools.

The symposium participants were drawn from the Netherlands, Belgium, Hungary, Portugal, Italy, Scotland and West Germany. There were also representatives of the Close-Up Foundation, USA; an organization with considerable experience in promoting political awareness in the curriculum throughout the United States. Another feature of the symposium was the involvement of approximately fifteen teachers from all types of Bavarian schools. This is a requirement for all courses based at the magnificent Akademie für Lehrerfortbildung and it ensured that teacher's need and perceptions were never far from the symposium's thinking; a view consistent with the principle that teachers must be involved in any worthwhile curriculum development.

1.2. Proceedings and issues

Proceedings
The format of the symposium was one built on formal presentations of papers, workshops sessions and review sessions. This proved to be a useful approach which helped the disparate national inputs to build a sense of purpose and unity. It also allowed, as the work progressed, a progressive focussing on issues and matters shared by all participants and central to the idea of European identity.

Formal presentations were made by Gerhard Hacker, Director of Social Studies at the Bavarian Academy, Dr. Hans Hooghoff of SLO on Political Education in Europe and Professor Dr. Theo Stammen of the University of Augsburg on European Regionalism.

The workshop sessions took forward a number of perspectives and were intended to be activity based. In fact, due to a dearth of experience of activity based in-service, most of the workshops were little more than seminars.

The review sessions allowed participants to engage in critical reflection on the symposium's progress and the developing agenda for action.

Issues

While during the course of a week long symposium a wide range of issues are identified and discussed, a number seemed to be of particular importance.

- How can the concept of Europeanism be fostered in school systems in ways that are intrinsically educational and not simply responses to political imperatives?
- How can we foster a sense of Europe when the political and economic structures promoting Europe do not themselves represent all parts of that entity?
- What is Europe in political terms and in geographic terms?
- How can the curriculum help resolve the tension between the development of a European identity and yet place appropriate value on the particular and distinctive cultural, ethnic and historic aspects of national or regional identity?
- What are the values and attitudes we would want to espouse and develop as being necessary if students are to have appropriate and responsible sense of Europe?
- Is there a set of principles and characteristics that might be proposed as characterising effective means of learning and teaching in a European context?
- Which curricular components might reasonably be said to have a responsibility to address explicitly European dimensions?
- How can European curricular collaboration take place in ways that are enhancing in professional terms for all participating countries but do not cut across individual national intitiatives?
- How can a consortium of curriculum specialists such as that convened in Dillingen take forward work on the teaching of "topic Europe" in a way that is a representation of inter-national co-operation.?

1.3. Outcomes and future plans

Purpose

There were a number of outcomes from the symposium. The most direct was that an agenda had been identified and a debate initiated justifying the planning of the proposed second symposium in April 1990.

To this end a planning group was formed comprising representatives from each participating country and a core group of executive planners to take forward the detailed work for April 1990.

The 1990 symposium will have a more precisely structured programme developing issues identified in July 1989. The principal purpose of that symposium and the Dillingen initiative in general was agreed to be -

> "To help teachers and education systems conceptualize and address a range of needs relating to social studies and social education in a European perspective".

The symposium is concerned with these issues in all stages of school education, special education and adult education. The main emphasis being on school education.

A number of draft curriculum papers will be prepared in advance of the April 1990 meeting. These might include the following:
* Education for Europe - Imperatives.
* European Values Inventory.
* The Learning of Teaching Process for European Understanding.
* Multi-cultural Understanding Evaluation Aide-Memoire.

Membership
The absence of a number of national perspectives from the July 1989 symposium was accepted as a deficit. All members of the planning group agreed to submit appropriate names from agencies and/or countries not represented.

EC and Council of Europe
In view of recent statements on behalf of the European Community and the Council of Europe, it was agreed that representatives of both organizations should be invited to make keynote addresses at the April symposium.

1.4. Course evaluation

Participants were invited to comment on the symposium under five headings:
- symposium structure
- symposium content
- symposium objectives
- mix of participants
- recommendations for further action.

The general responses of participants were as follows:

Course Structure:
The general reaction to the course structure was that the lack of a broad introductory presentation made the constituent elements difficult to relate to each other. The absence of an easily identifiable common theme was to an extent frustrating. Although, as a pilot venture exploring a broad topic within a variety of national perspectives, this was accepted as an almost inevitable criticism of a first symposium. The need for future events must be to ensure a tighter and clearer overall structure.

There was a feeling that there were perhaps too many contributions which prevented any consideration in depth of particular aspects. Incidentally, some participants felt that there were too many inputs of a theoretical nature and that some of these did not relate particularly to school education. Closer attention to curriculum issues would have been valued by some participants. While some participants felt the changes to the week's programme were an irritation others took the view that the flexibility of the programme coupled with the mix of plenary, workshops and informal sessions was good. In general, there was a view that more workshops with a specific task, a tangible product, would be an improvement.

Content:
Although not a view expressed by many participants it would have perhaps been beneficial if there had been circulated prior to the symposium a set of briefing papers and reading materials. This would

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have helped all participants bring to the symposium a more developed conceptual understanding of exactly what to expect.

There were criticisms that parts of the programme were too abstract and the methodology rather static. The workshop groups held the promise of being more interactive but they did not always prove to be so.

Different participants had different expectations of the symposium and this made it difficult to be clear about the focus of discussion. Much of the content was interesting but such topics as "regionalism" and "values" were thought by some to be somewhat removed from the level of school.

Objectives:
For the majority of participants there was no clear formulation of objectives. The symposium net was cast wide, inevitably with such a pilot exercise. Some participants argued, however, that the main objective was, in some respects, the realization of the meeting itself and to have the opportunity to discuss the European dimension with other Europeans. Had the objectives been made explicit in the introductory session these could have been used as a basis for the course evaluation.

Participants:
There was an overwhelming feeling of success in respect of the atmosphere and professional interaction among participants. The selection of participants was thought excellent although one observation was that the diverse backgrounds of the members; viz. teachers, lecturers, researchers, curriculum developers, consultants, made it difficult to be sure of the relevance for each constituency. The absence of representations from a number of European countries was thought to be a deficit and the American contributions, while very interesting, were thought by some to have been given too much attention in a European context.

Conclusions and recommendations

Conclusions
- Involvement in the Dillingen symposium has provided an opportunity to be part of an international assembly of curriculum developers and educationalists, considering important issues for the nineties.
- The topic of the symposium both in relation to the European dimension and social education is relevant to current developments in both primary and secondary sectors.
- There is a general movement in Europe towards curricular definition in terms of "specific outcomes" or "attainment targets". Consequently, the focus of the European discussion must be established in any such outcomes.
- Strategies for in-service training and staff development which are commonplace in some European countries i.e. activity based approaches, are new and innovative in others.
- The promotion of values education and citizenship would seem to be worthwhile in a pan-European context.

Recommendations
- There would seem to be very considerable value in a continuation of the Dillingen initiative. The links should be consolidated and developed.

- Contacts made within the Dillingen group could provide benefits of at least two types:
  . curriculum development interchange;
  . potential for curriculum consultation contacts with other European countries.
- Construction of a European network of contacts administrations, organisations and institutions responsible for education about Europe.

- Development of pedagogical strategies for in-service-teacher training in matters of education about Europe.

- Promoting the exchange of methodologies referring to European teaching in the classroom.

The main recommendations are that the Dillingen symposia should continue but with a more precise focus on specific curricular issues. It is also suggested that the participants should all have a professional interest in the agreed theme. Future meetings should be more modest in their objectives with a view to producing coherent statements on the implications of the new Europe for educators. A longer term time-plan sould be set out for the development of European curriculum materials. It was also asked that on future occasions the organisers choose as marvellous a group as that which attended the Dillingen International Symposium of 1989.

2.1. Education for European citizenship

By Gerhard Hacker

A. Reflections on historical conditions

"America was founded by men and women, who were 'fed up to their back teeth' by European traditions and by European means of using and abusing power" This is a literal quotation of a high ranking civil servant of the White House administration. He wanted to make clear that there are important differences between Americans and Europeans

Right now America celebrates the bicentennial of the United States Constitution. The American nation has been living on the basis of the democratic ideas and the values of human rights for more than 200 years. These great ideas, very pragmatic reflections and human nature, deep suspicion about the power of government and the strong longing for individual freedom were tied by one language. This experience yielded identity. Of course we know about the different ways the American dream can be realized; but the "power of dreams" is part of the human nature. The American dream helped to give self-confidence and identity to millions of human beings.

But why didn't Germany undergo similar developments?

Why was the German nation not influenced and transformed by a social and political revolution comparable to those which radically changed the conditions of life in France, in England and in America?

Reflecting on these issues we come close to the answers of the question that entitles my lecture! In other words: why should civic education and social studies be important to the curricula of German schools?

There are several imaginable answers:

a. At the end of the Middle Ages the Holy Roman Empire of the German Nation lost political power (as any empire that developed in the course of history). This empire filled the political vacuum in the middle of Europe, a vacuum left by the downfall of the Roman empire hundreds of years ago. The idea of the Holy Roman Empire of the German Nation was organized on the basis of medieval political, social and economic structures between Sicilia and the Baltic Sea, between today's French and Dutch area, Austria, Bohemia and Hungary. It encompassed a lot of territories, dialects, languages, tribes, dukes, countries, kings, landscapes and towns. As a result of this no country had such a lot of capitals in the course of its history as Germany had: Aachen, Goslar, Nürnberg, Prag, Frankfurt, Regensburg, later on Wien, Berlin, Bonn (now West and East Berlin). The Holy Roman Empire could not create national identity. There were great cultural ideas which created a kind of cultural German and European identity: the Romanesque and the Gothic style are impressive symbols of the belief of the European religious and political rulers in God and the way of how they overrated themselves. At those times a cultural variety developed that makes Europe so interesting to (American) visitors up to the present day.

b. We can report on very serious attempts to change social and political conditions by means of revolutions in Germany. Thus in the 16th century farmers tried to get rid of depressing conditions of every-day-life by making a revolution. There were ideologies early on which demanded individual rights and turned against the unlimited power of landowners. Farmers supported these new ideas, too. This revolution didn't happen everywhere in Germany due to the fragmentation described above.
The most effective revolution was a religious one: Luther influenced Europe more than any revolution before. It was a spiritual revolution. But his revolution divided the geographical heart of Europe into two parts. Luther was a man who consciously used the German language (he invented High German) in order to express his ideas and belief. It was the language of the common people. His radical suggestions and demands were radical answers to the involvement of the Roman Catholic church in secular affairs of power. The language of the Roman Catholic church and of the political and social elite was Latin.

Very soon it became obvious that the conflicts between the different religions were struggles for power among several dynasties and states in Europe. In the 16th century the area of today's Germany was terribly devastated by a war which lasted for 30 years. There was no chance of becoming and feeling as a German nation by a slow and continuous process of sedimentation of common experience as it happened, for example, in France or in England.

c. The variety in the geographical heart of Europe was favoured by another very important development which couldn't create and promote a German national identity:
Between the 15th and the 19th century some European nations began to play a powerful role in Europe and all over the world, such as Great Britain, France, Spain and the Netherlands, actually by the means of war. These European political powers were very much interested in the political fragmentation of the centre of Europe. Today's area of Germany consisted of more then 300 territories ("les Allemagnes" as French people said). This political disorganization was favoured by the geographically amorphous areas of Germany without any natural borders, especially to the west and to the east. The fragmentation of middle Europe had an important political function: it balanced the political power in Europe.

Then the Kingdom of Prussia began to play an instrument within this orchestra of the European nations (in the 18th century).
Therefore the Kingdom of Prussia had to develop a strictly working bureaucracy and a powerful army in order to maintain Prussia's position in Europe. Obedience and not liberal and enlightened citizenship was the most important virtue of the Prussian citizenship. On the other hand the Prussian kings guaranteed the right of individual freedom of religion. Yet Prussia threw Europe off balance. Especially the population of Poland suffered from wars very much and the Polish people were divided.

d. The Political aftermath after the defence against Napoleon wasn't very exciting: Old European dynasties tried to restore power. But finally Napolean's political reorganization brought the construction of the Holy Empire of the German Nation to an end. But the dream of a German Empire and of a German nation was still

alive. But why did Germany not succeed in becoming a nation, as other European nations did in the era of the 19th century? Why was the influence of the French Enlightenment so weak in Germany?

I suppose it's no accident that at that time German musicians, composers, thinkers, philosophers and poets intensely influenced European culture. Proudly we accept the qualification as a nation of poets and philosophers. I really doubt, whether this qualification is true or not. Yet sometimes I believe that Germans prefer pure philosophy and thinking a bit too much and tend to mixing up dreams with reality. Of course, there have been exciting thinkers and poets. Heinrich Heine is one of them, and I estimate him very much. He knew his countrymen very well; as well as the representatives of the social and political system. This was the reason why he had to spend many years of his life-time outside of Germany.
Now, I'd like to give you an idea of what he wrote about by quoting him: (Germany: A Winter-Fairy-Tale)
"The land belongs to the people of France and Russia. The sea belongs to the British people.
But we (the Germans) gained the real power over the airy empire of dreams."

It is not by chance that in the 19th century the gothic cathedrals were completed, especially the spires. After some hundreds of years the metaphysical dream of the Holy Empire of the German nation became visible, especially in the field of architecture.
Now I'd like to quote a very sophisticated woman who was one of the most sharpwitted observers of the Germans in the last century. Her name was Madame de Stäel and she lived in France. She characterized the Germans by the remark that the Germans were a "metaphysical people" who preferred to live "in the empire of ideas". She meant that "love of freedom" would be "strange to the Germans". The Germans would love "great ideas, shapeless thoughts" and they would like to look for the reality behind the ideas and not the other way round [1].

e. It seems as if the historical and geographical facts as described prevented revolutions in Germany similar to France. On the other hand some German kings admitted and promoted rather liberal constitutions in their small territories, for example in Bavaria. Nevertheless even there a weak revolution took place in 1848. But there was not enough nation-wide ideological power which -as we know- was split up by the very special geo-political situation in Germany. The economic situation wasn't too bad, either.

Finally at the end of the 19th century the German Empire started the attempt to be a powerful nation competing with other European nations, suspiciously watched by its neighbours, especially by France. It was Bismarck who succeeded in founding the German Empire

1) Quoted in: Hagen Schulze, Wir sind, was wir geworden sind, vom Nutzen der Geschichte für die deutsche Gegenwart, Pieper München/Zürich 1987.

after winning some wars (one against the Kingdom of Bavaria). Bismarck really didn't want to endanger the European balance. On the other hand, he governed very strictly because of lack of democratic traditions. Democratic and liberal attitudes and behaviour couldn't be developed fully.
At that time an immature nationalism was not restricted and sublimated by democratic and liberal traditions. The Prussian heritage and the demand for everybody to being an obedient citizen made (social-, and liberal-)democratic developments more difficult to be realized. At the beginning of this century the German Empire claimed to be a strong (world)power which, however, was not accepted by the European neighbours, especially by France and by England.
World War I broke out.

g. After World War I, which was ended by some democratic revolutions, the first German Republic was established called Weimarer Republic. But it was damned to fail: this republic was never really accepted by influential parts of the population. The dream of and the longing for a powerful nation organized by and in a monarchy was very strong. This dream, however, got no chance of getting worked out. The terrible economic situation, partly caused by huge reparations, the dismantling of industrial plants, and above all the democratic immaturity helped to establish a political system, whose leaders were responsible for the worst terror the world ever had to suffer from. In a horrible way Hitler made the dream of millions of Germans true to become a nation which was expected to exist for 1000 years.

Summarizing the first part of my lecture we can emphasize:

1. Germans couldn't develop an understanding of German history which permanently provides indentity and self-confidence of being a nation. There is still a lack of national shelter and national safety. Germans are still -to a certain degree- separated from each other. About 20 million Germans do not live within the borders of the FRG. Most of them live in the GDR, others in Poland, Russia, Romania, Hungary and CSSR. One of the reasons is the "geo-political" fragmentations of the geographical heart of Europe as described above.

2. In the 19th century some of the German intelligentsia tended to compensate this lack and the inability to start revolutions comparable to those which changed France and America - they tried to compensate all that by cultural achievements in poetry, music and philosophy. German romanticism can be regarded as a very special escape from this inability to change the political and social conditions. By suppressing and projecting this inability on all those who succeeded in becoming and being a nation some of the German intelligentsia developed a special kind of cultural arrogance which is partly still alive (first against France -the German arch enemy- later against England and in the 20th century against the USA which hardly existed in the perceptions of well-educated citizens of the 19th century).

3. The German history does not know a (r)evolutionary turning to democracy and the acceptance of the imperfection of democratic governments. There was a tendency in German history of over-valuing

the importance of public welfare with regard to the individual rights and dignity of human beings and of freedom. There is no tradition in Germany of discussing and developing constitutions in view of HABEAS CORPUS, the BILL OF RIGHTS up to the modern interpretation of human rights. I may remind you of the current discussion about those Germans to be resettled or people asking for political asylum in Germany.

4. Suppressing emotions, feelings, facts, terrible actions is the worst method of working out one's history. FREUD warns of the relentlessness of the "return of suppression". The only "method" of overcoming the ideology and aftermath of Hitlerism is the admittance, promotion and acceptance of sadness. Only then a careful dialogue with those who suffered terribly from the dictatorship of Hitler will be possible as well as success.

5. Europe is now going through an exciting process of unification. In my opinion this is a very necessary process in order to maintain peace and to boost a development that makes environment healthier. Because of the German experiences of how to deal with the varieties of their language and cultures the German could -as one might imagine- give up their dream as a nation (in the sense of the 19th century). On the other hand Germany is situated in the heart of Europe. We have gained knowledge and understanding of eastern parts of Europe in the course of centuries. This is also an important part which Germany can play within the European community: to make peace safer by promoting the exchange of all kinds of materials and immaterial goods. This doesn't mean however to give up friendship and all the connections with the USA. Such a European policy represented by a German government would also help to overcome the cruel and terrible shock which was caused by only 12 years of Hilterism.

6. Some questions without answers remain: Is there a change of reunification? Is it possible to overcome block-thinking? Would a German reunification be accepted by the world powers and by European nations at all? Wouldn't a reunification endanger the balance in Europe once more? It is possible to give up the need and dream of being a nation in comparison with other European countries? What about the imaginable concentration of nuclear and other weapons in the heart of Europe? And what about the millions of Germans living in the GDR and in countries of eastern Europe, for example in Russia and in Romania? Is the development of a united Europe the best chance of maintaining peace and making the nature healthier again? Is it possible to become a "European citizen of Germán origin"? Is it sufficient for a people to be a cultural nation only? Do the very special German traditions of

n unificati

a new identity which is obviously so important to human beings? In other words: Can a European identity replace a national one? A lot of partly very serious questions which must be raised by education programs in school.

B. Now I can answer the questions which are heading my lecture. I'd like to express the result of my reflection by means of two theses

1. Civic education must develop educational curricula and methodologies which ensure and establish education towards European identity

It seems that education in Germany has to provide a kind of European identity which makes the Germans feel safer and more sovereign. The national ideologies of the 19th century are finally buried. They never should be brought back to life!

2. Civic education must promote learning an understanding of democracy and its conditions

May I quote a man, whose life is so typical of the terrible history of the last 50 years? Fritz Stern is now a well-known professor in the history department at N.Y. university. He was born in a German city, in Breslau, Poole's Republic of Poland. He and his parents were Jewish. The Sterns emigrated to the USA in 1938, when the boy Fritz was 12 years old. Recently he published an impressing book which he entitled "Dreams and delusions - the drama of German history"[1].

I quote: "Civic rights to freedom were less important to Germans than the dream of a strong and united nation...
The Germans never had undergone a continuous process of learning".

And one of the great old men of political science in Germany, Theodor Eschenburg, recently set forth:
"...democracy is a difficult system, which must be learned. We must teach students why and how institutions in a democracy work. We must promote an understanding of democratic competence and procedures,... in other words:
we need a kind of "driving schools" in order to understand policy. Only those will use the mechanism (of driving) in the right way who have learned to use it..."[2].

The quotations I used contain an entire program of civic education. But we wouldn't be real Germans if we hadn't very different conceptual ideas of values, didactics, contents, objectives and methodologies. For almost 40 years we have evoked more or less hot discussions on political education in Germany. The discussion on the contents of social studies and civic education was also a political one. In Germany the conception of schools and organization of schools is a matter of the so-called Bundesländer (federal states).

1) Quoted in: Theodor Eschenburg, Anfänge der Politikwissenschaft und des Schulfaches Politik in Deutschland seit 1945, S. 26

2) New York 1987, Sieder Verlag Berlin 1988

2.2. Political Education in and about Europe

By Hans Hooghoff

Anyone who feels sympathetic towards the promotion of democracy in the European Community cannot but be disappointed by the results of the third European elections of 15 June. Hardly 50% of the inhabitants of the twelve member states entitled to vote, actually went to the polls and in many member states the turnout reached an all-time low. These figures are even too rosy because in some countries, national elections took place at the same time.
This "defeat" for Europe has to a large extent been caused by the politicians responsible. They did not dare to conduct a truly European campaign and to present European issues in the first place. National political items were highlighted.
Black days for Europe, the elections for the European Parliament and the darkness deepened because of the strenghtened position of the extreme right-wing parties in the Euro-Parliament.
European voters have given clear evidence of their lack of confidence in "democratic Europe".
Democracy can function in different ways, but elections are the most obvious manifestation of "the rule of the people". During elections citizens have a chance to appoint their representatives in bodies where decisions are taken. By casting their votes they can have influence in politics and pronounce their opinions on the policies pursued till then.

Bitter fights have been fought for democracy. It is a universal ideal, even though it is sometimes called the least unacceptable of all forms of government. In China and the Soviet Union, in Poland and in Hungary, everywhere in the non-western world we notice a craving for democratic government.

In the West, however, this longing seems to have been fulfilled. Perhaps people in the West have been satisfied to such a degree that they no longer realize its importance. Only 49.1% of all 183 million American voters went to the polls last year to elect a new president - the lowest score since 1924. At the elections for the European Parliament the turnout reached an all-time low. Hardly 50% of the 240 million citizens of the European Community entitled to vote showed up.

These two events are of course not to be compared. American presidents have enormous executive power, whereas the European Parliament is still fighting against the lack of legislative and checking powers. Apparently there is an indifference towards "politics", both in the United States and in Europe, which affects democracy at its very roots.

Why did so few people go to the polls at the European elections? There is only one answer to this question: many voters, among them many young people, feel it doesn't make any difference whether they vote or not. Neither the European Community nor the European Parliament is a reality for large parts of the population. 1992 and Europe without internal borders have not been able to change this attitude.
Besides, little has been done to discuss European issues with the electorate during the election campaign for the European Parliament.

National topics dominated during the manifestations, where national politicians were the leading actors. The poor, often unknown politician who was heading the European list of candidates was forced to keep a low profile as the mouthpiece of the national party leader.

"Good riddance to the European elections!" the majority of the electorate must have thought, in spite of all big words about a Citizens' Europe. I sometimes wonder if politicians are aware of the indifference, often even the contempt with which a majority of West Europeans nowadays react when they hear the word Brussels.

Barriers towards a united Europe are broken down; a European Community, which not only forms an economic unity, but also a political one comes in sight; Europe without the Cold War and perhaps without the Iron Curtain appears at the horizon; at this very moment the Western European cannot be bothered, the integration of Europe does not interest him.

The notion of a united Europe became very much alive again after World War II and inspired many Europeans. It may have been declared bankrupt by large parts of the population of the EC, but is more alive than ever in Central and in Eastern Europe. That is where at this moment the ideas for a new Europe come from; that is where people believe in the future of Europe and that belief gains additional strength now that democracy seems to break through.

It is high time for the political leadership in the European Community to derive inspiration from the developments in Eastern Europe and take seriously the promotion of democracy in their own organization. That seems to be the only way to obtain the support from the citizens of Europe.

In the first place the European Parliament and its members will have to be "more visible" for the citizens. An important prerequisite is a quick and permanent transfer of the Parliament to Brussels. It is there that the confrontations with the powerful bodies, such as the councils of ministers, are most effective. Apart from this, institutional changes within the EC will have to take place very soon in order to provide the transparency that is so badly needed.

Jacques Delors, the president of the European Commission, made some interesting proposals recently. He outlined the possibility of a readjustment of the EC-institutions in the early 1990s. The European Commission, the executive committee of the Community, should be turned into a sort of council of ministers, which is accountable to two chambers: the European Parliamant, which is formed during general elections and a senate, which represents the twelve governments. This model would lead to a real European government

Little imagination is needed for the conclusion that Delors' proposal would indeed have the transparency, that could lead to more involvement in Europe of her citizens.

The lack of interest among young people in the recently held European elections raises doubts about the efficacy of political education and its special interest in the European Dimension. We would exaggerate if we tried to find a direct connection between the indifferent attitudes and the way political education is dealt with in schools. For if we

measure the turnout at the elections, which lies at about 75%, there certainly is an interest among young people in national and regional elections. Besides, political participation and political competence become also manifest apart from elections.
However, we have to admit that "Europe" has not been given an prominent place; neither in frequently used schoolbooks, nor in the Social Studies Curriculum nor in the teacher training colleges. I will come back to this later when I mention a comparative analysis.

Judging from articles, formal documents, paper presentations and contacts with colleagues I cannot be very optimistic about the future of the social subjects and democratic civics in particular. Moreover, a weakened position of subjects such as geography, history and civics will lead to fewer possibilities for the integration of Europeanization or rather internationalization.
With these statements I do not pretend to present to you a state of affairs survey of the status and the effects of political education in the various member states. In order to do this, a thorough comparative research project would be needed. In my view, the focus of the research should be on the evaluation of learning as it takes place in the schools according to particular curricula. Such as research would be more interesting than an evaluation of formal curricula and prescribed examination syllabi.

But what are my arguments for my rather gloomy picture of the future?

In the first place it is the development of political education which has almost come to a standstill.

Unlike the progress that was made during the 1960s and 1970s, when political education seemed to get an accepted place in education, we now see that further developments are coming to a standstill. In countries such as France, Denmark and England political education only exists as one aspect of a subject. As such it is only a minor part of the existing social subjects. As far as I know, political education has only a modest position in the school timetable in most federal states of the Federal German Republic. In The Netherlands political education has completely disappeared as an autonomous subject for 12 to 15 year olds. In short: the position of political education in schools is only marginal, compared with the more traditional subjects such as History. This marginal position does not only depend on the number of lessons available in the official curricula, but also on pupils' appreciation of political education. In interviews pupils often refer to political education as a discussion subject, as being informed about current affairs, relaxing after more tiring subjects.

My second argument concerns the controversial character of political education.
It is generally recognized that pupils are not born democrats and that effective political education is necessary for the preservation and the further development of democracy. Political education is more than teaching about institutions or ethics. It is a belief that promotes basic democratic values such as political participation, majority rule with minority rights and human brotherhood. All this implies teaching pupils to deal critically with information and to help them take their own well informed positions. These intentions, however, require a different methodology, participatory teaching and discussions about certainties through argumentative dialogues. It is mainly the latter

approach which has made political education suspect and controversial. A result has been that in England political education has often been identified with "left wing activism". In the Bill on the National Curriculum, which passed Parliament in 1988, subjects and subject dimensions have been prescribed for all pupils. Political education, however, no longer appears and there are no references to subjects such as Economics and Sociology, either.
Basic education can also set limits to the school's responsibility. In other words: what is part of the curricular socialization and what of the extracurricular socialization? What is the basic task of the school, and what is not? One of the criteria for determining the contents of basic education is: what are the knowledge and skills that are essential for an individual living and working in a more and more internationally orientated society? And -at the same time- the lack of this knowledge and these skills would be a lasting handicap if they were not learned at school.

This criterion is particularly relevant for the future of social studies and political education in the prescribed curriculum. The rise of Information Technology and the call for more Mathematics, more Languages and more Science, however, threaten the time available in the curriculum for the social subjects. In addition to this, we see that fewer and fewer pupils opt for Geography and History, when these subjects are optional in the examination syllabi. This is a matter of getting one's economic priorities right.
Honesty, however, compels me to admit, that "social studies" have gradually become a generic term for a hundred and one fields of study and pedagogical and didactic innovations. The structure of subjects, basic academic principles and elements of knowledge are often hard to identify in curricula and school methods. I believe that social studies ought to be more than just an agenda of current events or a sequence of peace education, human rights education, Third World problems, European Education, illiterate with no conception of how Parliament, political parties or the economy operated (MC GURK, 1987). The only party that was well-known to the youngsters in the study was the National Front. So far the situation in England.

Discussions about the indoctrinatory character of political education have also taken place in Germany and The Netherlands, with all subsequent negative results for its image. When a school subject becomes controversial among parents, trade unions, churches, politicians and the government, its future depends on the political elite in power. Thus a school subject loses its subject-oriented autonomy and its identity. The result is -or may be- a reduction of political education to the memorization and reproduction of facts and procedures: or, to put it differently: teaching about institutions in its purest form.

Now the third and final argument for my pessimism.
In a great many European countries, including The Netherlands, there is an increasing tendency to prolong the period of basic education -that is compulsory education for all pupils. A similar international tendency is the focus on knowledge in the educational programme. This implies a prominent role for academic subjects.

In general, the necessity and importance of basic education is explicitly acknowledged. There is a generally accepted insight that pupils should acquire skills which are considered indispensable in our (Western European) society now and in the future. Deficiencies in the area of basic skills could lead to unbalanced personal development and undermine the ability to cope environmental education, hooliganism, communication of values, and so on.

It is high time that a coherent and subject oriented core curriculum was developed; a core curriculum that reflects the relevant disciplines and teaches basic qualifications, the pupils will not be able to do without in their present and future situations.

I have just referred to the restricted place of the social subjects in proposals for a national curriculum or basic education in for instance The Netherlands or Ireland. Therefore, it is necessary to determine a clear strategy and a diplomatic course of action to improve the position of the social subjects.

I now come to a conclusion.
Over the past 15 or 20 years we have seen that the need for an education towards democratic citizenship has been repeatedly stressed in countless curriculum documents. It has also been generally acknowledged that education has to play an important role here. In the year 1989 the position in the curriculum -with enough lessons for political education- is by no means self-evident. The further development of political education as an autonomous school subject has even come to a standstill. Neither has it become generally accepted that pupils are confronted with controversial issues. In the 1990s the social subjects will have to struggle for survival, not only in the formal curriculum, but also in the operational curriculum. That is the main reason why we will have to develop and implement a coherent and subject-oriented core curriculum. A curriculum that the school can teach. A decision will have to be made on the fields of study that are relevant. I believe that these will be environmental education, Europe and the Third World. These subjects will not be autonomous school subjects, but will be an integral part of social studies.

What is the state of affairs with respect to the structural embedding of EUROPE in the educational systems of the 12 member states? The answer to this question is given in a 1987 community-wide inquiry. This inquiry carried out under the responsibility of the Belgian inspector Van Bergen presents the official national positions. Experts, selected from all member states have given their reactions to this inquiry from the point of view of educational practice. Earlier this year our colleaque, Mr. Raymond Ryba from Manchester (UK) made a comparative analysis on the basis of the two reports. Some of the conclusions in this analysis may serve as quidelines for the working group discussions during this week.

1) Quoted in: Dr. R. Ryba, National policies about the European dimension in education, comparative analysis of the national reports and of participants papers.
Paper presented at an ATEE-conference, Palermo, Italy, April 1989.

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First the official positions:

The inclusion of the European Dimension in the educational systems of the EEC clearly varies considerably from one country to the other. In some countries, such as the German Federal Republic clear policies have been adopted. In others, such as Denmark, the very notion of producing an official document would be considered inappropriate.
In the case of the inclusion of the European Dimension in Education in the curriculum, all countries see a primary role for the subjects Modern Languages and Geography. Most countries state that it is also an important aspect of History, Economics, Civics and Social Studies. Five countries, however, (France, Ireland, The Netherlands, Portugal and the UK) explicitly refer to Aesthetic Education (Arts and Music). Three countries (Portugal, Denmark and Ireland) mention Technology. The Netherlands and Ireland refer to Science, whereas Portugal and Belgium see a European Dimension in Moral education within the context of Religious Instruction or Philosophy.
Greece and Portugal mentioned the inclusion of European Literature in Mother Tongue courses. Several countries also referred to particular projects or events that could contribute to the European Dimension of Education. These included particularly the European Schools Day Competition and participation in various Commission-sponsored international projects.
Generally speaking, in almost all countries the main emphasis is on the provision of European content within traditional subject areas: **learning about** Europe rather than **learning to be** Europeans. The official position in most member states appears to be that governments are satisfied with the way in which the European Dimension in Education is included in the curriculum. As to teaching materials, the general pattern of official response is one of relative satisfaction with the way in which the European Dimension in Education has been provided for. These answers contrast sharply with the opinions expressed by the selected experts from individual countries in their commentaries and reports!
A good starting point is offered by the contributions on France and Ireland. For France, J. Bardonnet-Ditte draws particular attention to "the haunting problem of the sheer overloading of the curriculum", which is aggravated because it is defined in terms of traditional disciplines. For her, new dimensions in the curriculum can only be included in a meaningful manner if it is possible to integrate them without overloading that curriculum.
Otherwise teachers, who tend to stick to their course book rather than to adopt alternative documentary materials, are all too likely to be sceptical. This is particularly true with regard to the latest "fashionable" cross-curricular themes. The European Dimension in Education is likely to be seen as one of these. For Bardonnet-Ditte, -and now I quote- "in the French situation, as long as the notion of Europe is not integrated into the syllabuses... and into the training courses for teachers, we will be faced with a brick wall of fundamental scepticism from teachers, parents and from pupils," unquote.

Similarly, D. Mulcahy's critical consideration of the official Irish response draws attention to what he sees as complacent deficiencies in the official Irish response. He is particularly concerned with what he describes as the official catalogue of formal and informal contacts and activities which somehow contribute to the European Dimension of

Education. He does not believe that the assumption can be sustained that these offer an important assessment of a significant integration into the Irish system. He points out -to give an example- that, within the Irish system, History, Geography and Modern Languages are not compulsory subjects. Neither are the other subjects mentioned as vehicles for the European Dimension in Education.

In his view, a similar situation exists in the area of initial teacher training, where enrollments have dropped dramatically, especially in those disciplines, where student teachers learn most about Europe.

Similar additional points are made in many of the other unofficial contributions.

Gitte Steeman Nielsen (Denmark) suggests, in contrast to the official view, that it will take a lot of time before the European Dimension and European awareness, in its EEC sense, become part of the Danish education system.

Jürgen Helmchen from the Federal German Republic points out that the teaching of the European Dimension has been required in Germany for years, especially in relation to History and Civics. Research carried out in Berlin, however, shows how difficult it is to introduce it effectively into the curriculum.

I now proceed to the next series of comments made by our expert contributors. We shall see that they are very critical of the conclusions, both explicit and implicit, in the official responses. In their considerations they are by no means satisfied with the official views.

I will start with the straightforward commentaries by France and Ireland. A particular clear complaint in both cases relates to the ethnocentric assumptions underlying not only the treatment of the European Dimension in Education in these countries but also the official acknowledgement of it. Similar complaints also emerge from other national contributors, though in more guarded terms. The criticism, however, is more general than a reference to only these two contributors might otherwise suggest.

What we can notice here -something that does not emerge from the official reports- is a common ethnocentric feature in the treatment of Europe in many of the member states.

Jürgen Helmchen also notes that the importance of 1992 raises both hopes and fears, which are not solely related to intentions of political integration. He believes that nationalist prejudices in different countries may become more evident. Politicians barely seem to understand that children, and even their parents, take little interest in their message.

From Italy there is Olga Bombardelli's criticism. It is of a somewhat different order. For her it is important to distinguish between European education, seen in a broad sense, and "Europeanistic" education. The latter is more specifically aimed at informing pupils about the process of modern European integration. In her view, European education, important though it is in setting the historial, geopgraphical and social scene, is not enough.

In a final example, taken from the UK, Bob Blacksledge quotes evidence for the very low status of European Studies, which -he believes- is generally studied by the less able students. And I quote Bob Blacksledge: "Most students and the majority of the able students in the examinination stages of secondary education, receive no specific teaching about Europe", unquote.

An important criticism is that a conceptual description is lacking.

I believe, that we need to analyse why all the efforts, undertaken for so many years, to develop the European Dimension in Education, appear to have been relatively unsuccessful. Its position in the curriculum is still only marginal. In my view, this is, because the proposals put forward so far are rather incoherent and lack a sufficient basis for a medium term perspective. What is needed is "an indication of the minimal conditions for what I would like to call a structural embedding of the European Dimension in the curriculum"; If its function is not expressed very clearly, I fear that the teaching of the European Dimension in Education will only be developed in an "uncoordinated jungle". That is why I believe, that there is an urgent and pressing need to reconsider the framework for the context of the European Dimension in Education and to ensure its structural embedding into the curriculum.

I will now briefly talk about the teaching materials that have been developed.

Various commentators have suggested that -I quote Mulcahy- "texts in general do not highlight the European Dimension" unquote; according to Helmchen they are deficient in the quantity of space allotted to it and in quality; they are dull and predictable. Porter points out that they are out-of-date. Buffet says they show little development over general information documents and rarely pay specific attention to the European Dimension of Education. Vanvoucas' criticism is that they are traditional in character, Bombardelli notes that they fail to present the European Dimension effectively. Dekker, finally, says that they are not explicit enough about matters of importance. In short, these comments are highly critical of the existing materials in terms of their relevance and appeal to students.

In this context, the interest and dedicated involvement of publishers from many countries in the discussion about future developments is a necessary and welcome step forward, It is difficult to see how the position of the European Dimension in Education could be improved in the short term without their cooperation, experience and professional expertise.

These are the reactions and comments made by educational experts from the member states on the official national views about the quality of Europe in Education.

The picture of the social subjects, political education and the topic "Europe" that I have presented to you gives no cause for jubilation. Yet I would not dare to claim that things look generally bad for civics and Europe in Education. I would not do justice to the initiatives of enthusiastic and motivated principals and teachers. Initiatives that have resulted in exchange programmes among schools,

international schools, school trips to Brussels and Strasbourg, communication through computer networks. Neither would I do justice to teachers and teacher trainers, who work with all their energy and creativity for this cause. I firmly believe that there are still people wishing to improve education, but without dogmatism and with more sense of what is feasible than in the 1970s.

I hope that my contribution will stimulate the debate, here and at a European level, about the quality of political education in relation to the European Dimension.
The time is ripe for this debate. In May 1988 the European Commission adopted a resulotion aimed at a structural change of Europe in the educational systems in all member states. A plan of action with various measures is being drafted at this moment. This is an excellent opportunity to revitalize political education, not only in regular activities within the school programmes, but also in complementary out-of-school activities. Colleagues from the US will provide us with an inspiring example later this week.

Finally: Europe consists of more than the 12 member states. Cooperation with schools and institutions in Eastern Europe, which already exists, should be stimulated and extended. Existing agreements offer real opportunities for cooperation.

I cherish no illusions about this international conference. It cannot be a universal remedy for all problems. We cannot expect miracles from one week in Dillingen. However, exchanging ideas and experience among colleagues may be highly stimulating.

What is also important is a certain degree of continuity after this conference. My institute is willing to coordinate the exchange of information in the future, in close collaboration with the academy. Besides, -and this is something I like even better- to continue a series of conferences about the topic of this conference in the next few years. The first one has been planned for April 1990. I hope to meet you all again then.

2.3 The European Regionalism - a Challenge for Politics and Education

By Theo Stammen

I will try to give you a brief outline of the different aspects we use today to put together under the topic of "Regionalism" and to tell you something about the impact of this new regionalism on politics and education.

In respect of that, I would like to give my lecture -roughly speaking- the following structure:

1. At first I would like to tell something about the actual use of the term and concept of "regionalism" in the language of politics and political science.
2. Secondly I want to explain which kind of reality we actually have to associate with the term of "regionalism" mainly.
3. Thirdly it would be useful to demonstrate which kind of policy the different European states and the European Community as a whole have adopted to solve the actual problems of regionalism.
4. Fourthly I will explain the impact of regionalism on education generally - what means on the educational systems and educational concepts in recent Europe.
5. Last, but not least, I will try to discuss some aspects of the contribution of education in general and of "social studies" in particular, to solve the main actual problems of regionalism in Europe today.

The term and concept of "regionalism" today is of great ambiguity and ambivalence.
Its origins will be found in the context of International-Politics-Analysis, as a special brand of political science. Supranational forms of cooperation and integration in certain regions of the world -as NATO, EC, Comecon etc. etc.- are regional forms of international interactions or certain forms of "regionalism".
At the end of the sixties the concept of regionalism was transfered to describe internal problems of partial regions in the context of national states - especially all kinds of underdevelopment or underdeveloped areas within the states.
In this context you can read about "regional politics" of the central governments - which means policies of development for these underdeveloped regions within the traditional national state as common frame of reference for internal politics.

At the beginning of the seventies the concept of regionalism once more changed its object and got a new dimension, which soon stood in the very center of public and academic interest.
It now meant: regionalist social movements, social movements which tried to promote the interests and demands, the protest and the political actions on political and social discontent about the regional situation and the unefficient policy towards the regions by the central governments.

Actually, the concept of regionalism also meant that the new policies of central government or of the trans-national government, which came into existance as a reaction of the centers against the regionalist social movements all over the European continent - in West and East.
This ambiguity and diffusion of the concept of regionalism made it

necessary for us to concentrate on the following parts of my lecture on the third and fourth aspects of the term:
- Regionalism as social and political movement in certain parts of the national states.
- Regionalism as a reaction of central governments against, or as a response to the challenge of regionalism as a social movement.

In addition to that I want to emphasize two other limitations of my explorations:
- at first a regional limitation: I will only speak about problems of regionalism in Western Europe (in the frame of reference) of the European Community;
- secondly a temporal limitation: I will speak only about the regionalism of the last two decades.

The second question I would like to deal with is, what kind of reality we have to associate with regionalism as a social or political movement? What are the reasons for the growth of regionalism as social movement during the last two decades?
As I pointed out, from the beginning of the seventies the phenomenon of regionalism (as social movement) got a greater actuality and relevance in different Westeuropean countries. In the literature on this topic you will find titles as "Aufstand der Regionen" (Fr. R. Allemann) or "Aufstand der Provinz" (D. Gerdes), what means "insurrection" or "revolts", "risings".
You have to take this characterisation litteraly!
There are revolts and demonstrations or protestations of regionalist movements against the unsuffient policy of the central government. The central government is unable to percept the special regional problems in certain parts of the country.

The social scientist have studied the phenomena of regionalism and have created several theories of explanation for these phenomena.
1. The first theory of interest is the so-called "persistence" theory. The existance of regionalism and of regionalist social movements has its main reason in the persistence of elder ethnical conflicts in these societies. Conflicts, which will arise newly, when there are economic and social frustrations of the people in these regions. Lars Gustaffson, the Swedish writer, pointed out: the old stepstones will become evident once more.
   This persistence-theory is not convincing enough - it should be able to explain why the old ethnical and historical conflict in modern societies arise today once more.
2. Therefore the social scientists created another theory of explanation - the theory of "internal colonialism". Modern regionalism as a social movement is the consequence of internal colonialism of the central governments during a long time of the history of these societies. England versus Wales or Scotland. The Spanish Central Government against the Baskish province, France against the occitanish parts of the country. Italy against the (German speaking) parts of Tirol, which belong to Italy since 1918, and so on!
   The theory of "internal colonialism" is taken from the general theory of colonialism as used for the explanation of the actual problems of underdeveloped countries of the Third World today. The influence of this theory is great: especially the elites of the regionalist social movements has adopted this theory as an argument against the domination by the central government.

Analytical this theory did not work very well. Its creator, the British Scientist Michael Hechter, tried to explain the relations between England and Wales in terms of this theory - it did not work altogether.

3. Therefore I will demonstrate a third theory of explanation which is already tested empirically and has shown its capability to explain the main aspects of modern regionalist movements. The advantage of this theory is that it uses a plurality of criteria of different kind:
   - ethnical-cultural-linguistic factors as well as
   - historical reasons
   - economic factors
   - problems of national government
   - especially actual problems of social and political identity of regional populations.

   Especially the last point seems to me a very important one, which is an effect of the growing modern industrial societies and their anonymity etc.
   That means: regionalism has something to do with personal and collective identity. Regionalism is a reaction of people who fear to lose their social and cultural identity through the anonym effects of the growing industrial societies in our times.
   I will finish the short overlook over the different forms of theories, which try to explain modern regionalism.
   I would like to put your attention on the last theory, because it -as I believe- is able to combine several factors or criteria to explain the complex phenomena of modern regionalism. There is no doubt that economic problems of the present time are one of the main causes of regionalism. But they do not stand alone! The cultural factors are as important as the economic.
   The problem of personal and collective identity seems to me the most important aspect of modern regionalism.
   In my opninion there is another factor worthwhile to mention: a factor of political-anthropology. As modern philosophers and anthropologists have pointed out, the human beings need, to carry out their lifes, a certain, wellknown territory. The human being is a "territorial" being. And it would afflict his identity, if he is in danger to lose his territory through political actions of the central government or else.
   The regions -from this point of view- are aspects of the territorial existence of the human being. He needs the regional incorporation and binding of his existence. The regions give him a certain amount of security, of existential security, he needs to live his life within his smaller communities. That is the main reason, why "small is beautiful"!
4. In my opinion this is the reason why not seldom regionalist movements - who believe to lose their human identity and their territory - who fear a general alienation of their existence - are ready to take violent measures in order to defend their positions in the society as a whole.
   The intensity of the regionist actions is in my opinion an expression of the intensity of the alienation and the depravation of this people.
   If you analyse the demands of the regionalist movements - especially the political demands, you will find three forms of political concept, which promise to lose the regional problems:

1. The demand for regional autonomy - that is the weekest demand, it means generally a status of certain, limited selfgovernment within the national frame of government, and it implied the fundamental acceptance of the national authority of the government and of the rules coming from the national institution of parliament and ministries.
2. The demand of federalism - better: of federalization of the political order. This demand implies a wide ranged political decentralization of the political process and a remarkable amount of autonomy and selfgovernment- under regional political institutions and rules.
   In this context it is a remarkable fact, that from the 12 members of the European Community only the Bundesrepublik Deutschland is traditionally a real federalist state - with eleven Bundesländer, which have their own political constitution, institutions etc. and which are able to decide their own policy in certain fields of politics.
   The classic central states of West Europe -like France or Great Britain- have a lot of difficulties and problems to give a positive answer to the demands of federalization of the national political order in favour of the regionalist movements.
   Until today the longliving theme of "Devolution of Power" in Great Britain did not bring anything in the direction of the federalization of the United Kingdom.
   On the contrary France has taken several steps in the direction of the federalization - by introducing new regions as special fields for political decision-making.
3. If the central government is unable or unwilling to react to the demands of the regionalist movements, as ultima ratio the movements demand political secession - as a form of political separation and founding of a new political community in this region.
   As the example of Switzerland demonstrates, secession is a way of solving regionalist problems, too. But it is generally an indication of a harder and deeper conflict between the metropole and the periphery, id est region. Therefore the means of action are more violent and more dangerous - dangerous for the lifes of the people in the regions as well as in the whole state.

Regularly it is very difficult to find the way back to a peaceful settlement of the regional conflicts. It needs a long time before the fresh wounds will be forgotten and a peaceful relationship between the old political community and the newly founded community will be possible. (See the relation between Great Britain and the USA after the war of independence!).

I hope I gave you a more or less complete picture of the actual phenomena of Regionalism in Western Europe today. Perhaps I should have a look on the recent development in Belgium, where the ethnical and linguistic problems between the Flemish and the Walonish part of the country have led to a constitutional solution - a real federalization of the originally central state.

Now I will come to the third point of my lecture and ask, which kind of policy the different European states and the European Community as a whole have adopted to solve the actual problems and conflicts of regionalism in this area of the world? To put it in a short answer: in my opinion the European states and the EC have not yet found a

competent answer to the above explained problems of regionalism.
You will find regularly only economic policies. That means, that the actors in politics have perceived the regionalist problems today mainly as economic problems. They do not see the cultural, ethnical and linguistic aspects of the problems (with the exception of Belgium during the last years!) and they do not realize that regionalism is a reaction against the violation of the territoriality and the identity of certain parts of the population.
Therefore in my opinion the regionalist policies of the European states and the EC are not sufficient; they do not have the right perception of the problems and therefore they can not react properly as it would be necessary.
I know, that this is a very general and global statement. But I am convinced that it is, generally speaking, right.
There is no doubt: the problems of regionalism need a reform of policies.
But not in certain fields of policy, economics especially. They also need reform in politics, in the processes of political participation. At least this political participation needs some forms of rules that means the reform of politics implied also a reform of polity, that means of the constitution as a fram of reference of political decision-making-processes.
Reform of policies,
reform of politics and
reform of polity
-that are the three main aspects of regionalism as a reform politic of the central state.
Mostly the central governments are deaf on the ear of political reforms-
The regionalist movements had great difficulties to put their demands on the general agenda list of politic. Very often they had to damage the constitutional rules of the state, because the central government and its institutions refused to realize the regionaist problems and the situation.
If -at last- the central government is ready to accept regionalist demands, it will take through some marginal reform of policies - mainly economic policies. Shortly: the Government gives a certain amount of money in order to reconcile the regionalist movements with this kind of political reform. Normally it does not work.
The regionalist movement tries to get influence on the political participation and decision-making-process. Therefore it is necessary to alter some of the rules of the political process of interest-articulation and -aggregation.
The process of amend these rules leads to a reform of the polity too - a reform of the constitution.
In my opinion the European states cannot avoid to reform the national constitutions in direction of a federalization of the political participation. Federalization seems to me the best way to give the regionalist movements an adequate measure for taking part in the political processes and dicision-making.
"Devolution of Power" therefore is not a parole of the past, but of the future. The developing of transnational political institutions does not render unnecessary the devolution of power in the traditional centralist national states.

If I am right, the explanation of the regionalist problems has demonstrated already, that regionalism like that is also a Challenge for Education.

I will try to explain this challenge briefly to you.
Therefore it is important to remember, that regionalism has something to do with personal and collective identity and territoriality of human-beings, that regionalism has something to do with the cultural and linguistic basic of human life.
Social identity and cultural and linguistic aspect of identity are in narrow connection to education. As you know better than me: education is not only a process of transfer of skill and learning from one generation to the next, but also a process of social formation of personal and collective identity.
In the past very often central government organized education from a national point of view -to promote a certain form of national culture and identita- by simultanous suppression of regional cultures and languages as well. The cultural policy of France during the time of absolutism as well as under the modern republicanism since the Great French Revolution after 1789 is a remarkable model of this policy.
On the other hand: the modern regionalist movements articulate - as integral parts of their programs - cultural demands - demands for wider cultural autonomy of the regions, for respecting the regional languages as expression of regional literature and its acception by the educational authorities of the country.
To put it in the other way: the regionalist movements demand an end of the discrimination of the regional culture as an original expression of the "Volksgeist", the mind of the people. If you remember the history of certain regions in Europe, you remember the history of a permanent suppression and discrimination of cultural activities, literature, languages and so on. Suppression and discrimination of existential potentialities of human beings.
The central government -under the leading idea of national identity and unity- suppressed and discriminated the regional cultures, destroyed the possibilities and foundations of a regional cultural discours as a necessary basis of regional identity and life.
Education as an instrument of national identity and unity!
Education as an instrument of suppression and discrimination!
Education as an instrument of the central government!
The challenge of regionalism on education is at first - to give up this tendency, this hostile tendency against regionalism as an integral aspect of human life.
In my opinion the right is on the side of regionalism (in so far regionalism is an integral aspect of human life!).
I think, education today has to realize this challenge of regionalism as an earnest demand for a new and pluralistic organization of education, for an education which tries to support and to strenghten the regionalist aspect of life - without neglecting the demands of the national community for national identity and national unity.
I think we have to realize that national identity and unity are possible also under the conditions of regionalistic plurality and autonomy.

As you noticed certainly, I already have started to discuss my last point - some aspects of the contribution of education to solve the main problems of regionalism in Europe today.
At first I will emphasize, that in my opinion "to solve the main problems of regionalism" does not mean: to make regionalism disappear! to destroy regionalism!
As I have pointed out, regionalism is an integral part of human life and is important for the formation of personal and collective identity. Personal and collective identity have something to do with

individual and social happiness!
If the old sentence of the American Declaration of Independence still is valid, that Government is an instrument for pursuit of happiness, then government has to protect and to defend regionalism.
Education as a public enterprise, too, has to help regionalist demands to be effectful.
In concrete: that means, in Europe the regionalist minorities should be an object of educational activities of the state or of the educational authorities. Education has to promote regional culture and regional languages as an expression of regional life. The maxim of education in modern European states should be: so much unity as necessary, so much variety and plurality (of regionalism, too) as possible!

James Madison, one of the famous authors of the even more famous "Federalist"-papers, wrote in this book the following sentence which is the essence of political philosophy in a nut-shell:

> "But what is Government itself but the Greatest of all Reflections on Human Nature".

Government as a result of reflections on human nature -that is the point- for our question of regionalism as challenge of education.
If I am right to say, that regionalism is an existential part of human life and has something important to do with individual and social identity - then it is consequent, that government and politics should protect and defend regionalism against its enemies!
Education -as a public enterprise- has to realize this connection between human nature and regionalism as well and has to work in this direction.

You may excuse me that I did not penetrate the substantial educational problems of my theme. I am not an academic teacher of education but of political science. So I could only demonstrate the basic aspects of our theme.
Probably you will try to explain the entire implications of this problem on education in the following discussion.
Thank you for your attention.

3.1. Italy

By Franco Baratta

Dear friends, I wish, first of all to thank the academy for in-service training and the national institute for curriculum development for giving me the opportunity to present some points of view of my association CIDI and some working hypotheses we have drawn up during these last years of activity at the European level.

We are also convinced that beyond the numerous resolutions and recommendations coming from communitary institutions, such as the Council of Ministers and the European Parliament, we need to discuss the contents and the way in which the topic "Europe" could be faced in schools.

It is largely known that the school systems, especially during a period of profound transformations as those we live in, are more and more supposed to be able to face the numerous problems we have to deal with: environmental- emergency, immigration from the third world countries, Europe itself, health problems, an so on; really too much if we would consider that we have to introduce these topics separately. Moreover we feel that it would be a mistake from an educational point of view.

In fact all these topics are closely connected and for this reason they are a real challenge and they push us to reconsider the contents of teaching in order to reach a new synthesis.

If we have to form the new generations to be able to understand the present world and its problems, we have to show them the interdependency among all these aspects.

As the topic of our meeting is mainly devoted to Europe in social studies and civic education, I shall try, in the short time at my disposal, to express some consideration about it.

I would like to explain briefly my opinion with an example from the teaching of Italian history.

It would be important, studying the birth of our state, our "Risorgimento" for example, to consider how the national market has developed, in which way the national industry has enlarged, the economic dualism between the north and the south of Italy and which are the main characteristics of the present industrialization, and so on.

In Italy we are trying to stop teaching history through stereotypes, but rather try to analyze the main processes which have played a role in the main ideal and political transformations. But what of the same process, but referred to Europe? The present process of Europe's unification we are not prepared to teach in this way and the risk is that either we do not speak about it or we are stimulated to face this argument in a stereotypical way. I am referring, for instance, to the "European day" in which the students have to produce drawings, compositions and so on on the topic "Europe"; I consider this way not a bad one, but insufficient if we want students to understand the processes and the present problems of Europe.

To be able to go on the direction of a development of an European dimension in education we believe that the community institutions, the national ones and the teachers associations need to work in a critical-scientific direction.

This approach, of course, should be adapted to the different age groups. But as it concerns the training of teachers we consider it a pre-requisit to built didactic strategies for the different ages; this way would be suitable for all teachers.

What I have said until now concerns the informative aspect of education, but I would like also to consider the formative aspects. Even though I do not intend to examine here the connections among values, professional deontology, freedom of teaching, the relation between education and instruction, I would consider in which kind of Europe we would like to live.

We are convinced that first of all we would built a culture that could be able to connect the national roots to the European ones - I refer here to the "Common house" for all Europeans - in a relationship with other countries of the world - I refer here especially to the south of the world - trying to built up a formative path that could include all these three dimensions.

In a word we must research our common, cultural heritage starting from the recognition of different national cultures and the variety of trends to reach the concept of world-wide reality and interdependence.

In this direction we are now working on a project about "Culture in the school and the European dimension in teaching".

The project will start next year with a national seminar devoted to our district centers to promote an original elaboration, a large debate and a large involvement among teachers which would culminate with the realization of an international conference to debate, with other European associations of teachers and, of course experts from the different institutions, the topic "Europe" in its different and strategical aspects as: a critical interpretation of Europe, a linguistic learning that could ensure a real communication, an environmental education examining the interdependency of the ecosystem, a multicultural and multiracial education, the possible strategies for the professional and scholastic orientation.

Kaleidoscope project

By Maria Tanini

We consider this meeting a very important opportunity to compare different experiences to face in different didactic forms the enormous problems of "multicultural education" as well as to show the materials CIDI has prepared to involve a great number of schools (about threehundred) in Rome and its province.

The Kaleidoscope project has been discussed and prepared by a team of teachers and it is mainly based on two principles:

a. the need for teachers to know the different problems of the present world (as, for instance, the gap existing between northern and southern countries and its causes, the environmental upsetting, the

great migration of people from the poorest areas of the world, the present regional conflicts and their possible solution);

b. the need to produce didactic tools to help teachers in their job since the educational field is more and more involved in the multicultural aspects of our changing society. The teachers need a knowledge of what is happening among young people. The teachers associated in CIDI are deeply convinced that a better consciousness of oneself could be culturally based and the knowledge of different realities is one of the best ways to reach a solidary attitude.

We shall try to illustrate briefly the cultural and didactic contents of the Kaleidoscope project: with the help of some experts of different areas of the world we have dealed during three seminars (the first on Asia and then Africa and Latin America) an examination of the present problems of these areas connection them to the history of these countries. Seminars have been attended by those teachers that were interested and have received the authorization by the Italian Ministry of education.

CIDI has published the result of seminars and has diffused it among teachers, while another team of teachers has prepared a number of didactic files and a game to be used with children from the age of 9 to 14.

The game consists in a kit of 64 coloured tiles in the form of regular different polygons, the goal of the game is to demonstrate that the more able you are to connect in a logical way a number of different forms and colours more complex becomes the game itself.

The educational message is clear: the variety connected with rationality and immagination is mainly a way to become more creative. (We have at your disposal the explanation folder.)

The didatic files are combined with the game, but they could be used separately and for a longer period to improve the knowledge of different uses, names of children coming from other geographic areas and to compare with those that our children know in their italian reality.

We have identified single topics of research and confrontation on which we have proposed to work in a way deeply connected to the ordinary didactic work: grammar, history, geography, construction of graphics and maps. The files suggest as well a conversation about the different experiences and exercises on topics which may attract children curiosity and, at the same time, might have a cultural importance and might be useful for a multidisciplinary work.

The third section of files is a synthesis on the migration movement since the ancient time with rapid flashes on Italy which has been a country of emigration and to day has become a country of immigration.

The prevalent ability requested in this activity is that of classification with criteria fixed each time.

We are, in fact, convinced that in such an intercommunicating world if we would like to survive in a civilized contest we would know better other realities and become respectful of the problems of other people.

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In this way we might also know ourselves better. The didactic work we propose has also the aim of promoting among children a "common sense" of democracy and of solidarity which may help them to resist to the temptations of intolerance and racism.
CIDI (Centro di iniziattiva democratica degli insegnanti) is an association among teachers of every level of schools whose principal aim is the renovation of school system and the reaching of a modern and qualified professionality for teachers.

CIDI was founded in 1974 and it has spread out all over the country; there are now 112 centers in 82 different districts: 28 in the north of Italy, 28 in the center, 26 in the south and islands (see the included list) the members of CIDI are about 80.000.

During more than ten years the Association, with the contribution of the Ministry of Public Instruction, has promoted hundreds of meetings at national, regional and district level to improve the elaboration of cultural ideas in the educational field, of projects and of didactic experimentation, plus teachers' training.

Every year hundreds of teachers also at University level, directors, inspectors and cultural operators in public and private institutions have been involved in these activities. Many experts have helped voluntary these initiatives.

CIDI has organized 15 national conferences. It has participated in the works of two different Commissions at the Ministry of Public Instruction to elaborate new programs for the junior school (1979) and elementary school (1985). CIDI has also promoted an initiative to present, in the Italian Parliament (Camera dei Deputati), a proposition of law collecting more than 120.000 signatures to reform the elementary school.

Other steps have been taken in the field of cultural and civil engagement as: education to peace, environmental education, development of a critical consiousness towards the phenomena of organized violence.

A particular engagement has been produced for a better use of the scientific, technological resources and multimedia laboratories with the aim of spreading out computer culture among teachers and inside schools.

It has organized for this purpose, during the last years, courses of first and second level in computer programming, which were attended by thousand of teachers.

CIDI has been publishing since 1985 its own monthly review "Insegnare" printed by Nuova Italia editrice. During the last ten years it has also been editing several books and booklets to help teachers in their cultural and didactic job.

3.2. USA

By John Jay Bonstingl

The world of the twenty-first century has long been the subject of dreams, mistery, and speculation. It seems almost unbelievable that we are today only a bit more than one brief decade away from entering that world.

What sort of world will it be in those first few decades of the next century - the world in which an entire generation of today's students will enter their adulthood and begin to assume leadership roles in industry, government, and education, while starting families of their own? Based upon what we now project that world to be, how should we educate our youth so that they are best prepared to be fully-functioning, fully-participatory, competent adults in the early twenty-first century?
How should we train our young people to responsibly and thoughtfully recreate our world? Following from this focus, how can we best prepare our beginning teachers to help young people to grow and develop into such persons?

It is a truism that we are all continually and intimately involved in the dynamic process of reinventing ourselves and our world. As never before, we today acknowledge change as our only true constant. The pace of that change, worldwide, is perceptibly accelerating at astonishing rates of speed. With the volume of information now at our disposal, we are able to track major world trends, to discern probable and possible future worlds, and to capitalize upon that information in determining options and strategies for the present and the decades ahead.

In the best of all possible future worlds, people would be creative in their perceptions, compassionate in their thoughts, and responsible in their actions. Every individual would strive, alone and in cooperation with others, to achieve the greater good for all concerned. The products of every human process would be viewed within the larger scope of the processes which lead to those products, with the realization that integrity of process is at least as important as integrity of product.

In such a world, leadership would not be a concept relegated to the few. Instead, leadership would be viewed as an essential characteristic of every individual, who must succesfully lead himself or herself throughout life, whether or not others may follow.

In that best of all worlds, planetary consciousness would evolve so that every person would regard every other person as a brother or sister, regardless of skin color, religious differences, national origins, or any other potentially devisive consideration. From a common human concern for one another would come a common concern for our home planet, on which we all must live, raise our families, and do the best we can to leave our world a better place than it was when we arrived.

Every person, in such a world, would base individual actions upon the realization that he or she is here for only a very brief time, that countless generations have lived in our Earth space before our time;

and that, with the proper attention to present and future needs, we can help countless future generations to enjoy life on this planet, long after we are gone. We are Earth's tenants for our time. As such, we are the stewards and caretakers of our planet, with all the accompanying rights and responsibilities.

If earth is to survive, and if humans are to flourish, a future-oriented world view must be given prominence in our societies, especially in our schools. Teachers must enter their classrooms ready to engage their students with methods and materials more attuned to the imperatives of the future than to the needs of the past.

Tragically, little is being done to address this challenge in today's classrooms around the world. Current instructional modes of choice -teacherfocussed instruction, extensive use of the lecture mode, emphasis on rote memorization of static information, and "objective" testing of student knowledge- are remnants of the past.

Old paradigms of education, as Marilyn Ferguson reminds us, emphasize "content, acquiring a body of right information, once and for all." Learning is viewed as "a product, a destination." Emphasis is on the external world, in which divergent thinking and inner experience are most often "considered inappropriate in a school setting". Schools, curricula, and teacher methodologies are devised to enforce "lockstep progress," and age-grade compartmentalization.

Schooling of this type "evolved to produce workers for the Industrial Revolution's factory-based economy, for work that requires patience, docility, and the ability to endure boredom. Students learned to sit in orderly rows, to absorb facts by rote, and to move through the material regardless of individual differences in learning speed, "according to Arthur C. Clark, in his book, **July 20, 2019: Life in the 21st Century**." But no factory jobs will be left in 2019. Except for a few technicians to watch over control panels, tomorrow's factories will be automatic, with computers directing robot workers." To succesfully prepare our young people for the global realities of the next century, we must employ new paradigms of learning which define learning as a process, not as static end points. Emphasis must be placed on learning how to learn, developing a sense of intellectual curiosity, and learning how to ask incisive questions.

Education should empower both teachers and students. True power very often resides with the person who formulates the question, rarely with the person who simply comes up with the "right" answer. If our young people are to learn how to empower themselves (a characteristic they will certainly need in order to lead our world safely and succesfully), then they must be taught the importance of questioning. In the process of questioning, people find meaning for their lives as well as answers, however tentative, for their needs and dilemmas. Young people must be taught how to live "inside" their own questions, to take ownership of their lives.

This can best be done in nonauthorian educational structures and processes, in which the teacher does not simply channel information to students, but rather shares in exploration and discovery with students, posing relevant and challenging dillemmas and encouraging students to apply creativity and critical problem-solving methods toward their solution. The teacher becomes, in such a setting, a

learner leading other learners to explore possibilities and to enlarge the spheres of their questions and understandings.

Instructional methodologies, materials, and curricula must be adapted to encourage young people to think about the ways in which they perceive, think, act, and react. Metacognition (thinking about thinking) is an essential element of self-understanding, which in turn is a requirement for individual growth, as well as for social and planetary responsibility.

Robert Ornstein and Paul Ehrlich suggest that the goal of curricula based upon these suppositions is to "encourage students to think about the nature of their own minds and... about underlying physical and biological principles that govern the world, and about long-term trends in that world, as early and as continuously as possible in their schooling. Refashioning how people are educated could have enormous import for the future of our species."

The new world of the 21st century will require great personal investments from every inhabitant of our planet. We will require a human community in which mutual respect, concern, and support spring from human spirits who esteem themselves and others, and who carry that esteem into their interpersonal, intercultural, and international relations. In the words of Rushworth Kidder: "If we are to make the next century an age worth inhabiting, we will not do so simply by resolving, from the top down, the issues on the formal agenda. We will do it because individuals everywhere, taking to heart the personal agenda, are building within themselves a sounder society from the ground up.".

The building of a "sounder society" implies change - change for the better. And yet, contemporary schooling is almost entirely focused upon transactional behavior, designed to perpetuate the status quo. The world of the 21st century will require the efforts of people who are oriented toward transformation, who seek an improved world by leading others to act as agents of change. It will require people who "move beyond received wisdom, to combine ideas from unconnected sources, to embrace change as an opportunity to test limits... To see problems... as wholes, related to larger wholes, and thus challenging established practices - rather than walling off a piece of experience and preventing it from being touched or affected by any new experiences."

Teachers can help their students develop these characteristics by establishing learning environments in which young people feel that they belong and are loved and accepted, in which they feel a genuine sense of their own power and impactfulness, and in which learning is made into a creative challenge.

The more formal aspects of learning and instruction must be grounded in the emotional domain, which educators recognize as the wellspring of self-esteem, motivation, and even physical and mental well-being. Current and past educational practice has too often demeaned and dismissed affective considerations as irrelevant or counterproductive. Yet, we know that none of us -teacher or student- is fully capable of leaving his or her affective self at the classroom door. Psychotherapist Reuven Bar-Levav reminds us that "traditionally we have devoted much time and energy to teaching the subjects that can be

learned by understanding, but we have neglected feelings, the more powerful system... Denial of feelings and the rejection of emotionality do not indicate enchantment with rationality but rather a secret recognition that thinking is normally no match for feelings."
If honest recognition of feelings is so vitally important to our species' well-being, who do we insist upon cloaking our innate emotional base in so many aspects of the learning process? Could it be that our fears of self-revelation and personal vulnerability produce a kind of emotional paralysis, which in turn makes it difficult for our students to connect with us in the most basic human terms?

Carl Rogers has found that, of all the qualities that facilitate learning, the most basic quality is "realness or genuineness. When the facilitator is a real person, being what she is, entering into a relationship with the learner without presenting a front or a facade, she is likely to be far more effective. This means that the feelings that she is experiencing are available to her, available to her awareness, that she is able to live these feelings, be them, and is able to communicate them if appropriate. It means that she comes into direct personal encounter with the learner, meeting her on a person-to-person basis. It means that she is being herself, not denying herself.".

Finally, if our young people are to be prepared for the global realities of the 21st century, they must grow in awareness of the world around them. In their schooling, they should be given ample opportunities to explore critical local, national, and planetary issues, through reading, interviews, discussions, and debates, as well as personal and group projects which give them a chance to invest their own resources of time and talent in the betterment of our shared world.

If all of this makes sense, we are then left with the question: How can we best help our teachers to facilitate the learning, growth, and development of their students in such a way as to foster transformational leadership of self and others toward the creation of a better planetary society?

Although a definitive listing of posibilities is outside the parameters of this paper, a few recommendations follow from the above discussion:

Teachers must themselves enjoy personal exploration of thoughts and feelings, as they must like to share ideas and feelings with young people. Those who exemplify such characteristics should be encouraged to enter the teaching profession. Teachers should, of course, be wellgrounded in their academic disciplines. Beyond that, they must enjoy a life of the mind as well as a healthy life of the hart. They should themselves be confluent learners, committed to the process of merging affective and cognitive dimensions in their own lives, toward their own exploration of life and personal growth. If teachers learn to relish and develop their own curiosity, and if they live within their own questions, then they will be better able to foster these life-enhancing characteristics in their students. University training for careers in education would do well to incorporate opportunities for formal and informal exploration of these dimensions. Appropriate group and individual counseling programs, geared specially to the needs of teachers, may be helpful in this regard.

To gain greater awareness of their own internal motivations and of their own physical and psychological presence, teachers should have some experience in dramatic stage productions, or at the very least a class or two in the dramatic arts. Albert Einstein suggested that the teacher should be "a kind of artist in his province", and that, ideally, "teachers should grow up in such schools". Most teachers do not grow up in schools where teachers exemplify and model artistry or an awareness of their physical being and their physical space. Therefore, what we do not learn from role models, we develop -or not- in the course of our teaching careers. Formal instruction in the dramatic arts, however rudimentary, would be a welcome step in the direction of remedying current deficiences.

Most teachers model the instructional methods they experienced as students. They are familiar with approaches such as lecture/notetaking, rote memorization of facts, and evaluation of learning through objective testing. For the most part, those methods are based on outmoded paradigms of education which will be less helpful to our students in their future than they have been in the lives of their teachers. Professional educators must be trained in newer, more interactive and confluent methods of learning and instruction, including cooperative learning, critical and creative problem solving, interdisciplinary instruction, and the effective utilization of the widest possible range of resources.

Beginning teachers who are given encouragement to try alternative methods with peers in university classes and with younger people in their first actual teaching experiences will gain a sense of comfort with those techniques, as well as a greater steadiness in their own abilities to explore yet-untried methods with their students. As the teacher becomes more comfortable with his or her own creative expression in the classroom, that teacher will feel less threatened by the creative expression of students. Thus, the foundation for transformational, process-oriented perceptions, thoughts, and behavior on the part of both teacher and students can be established and nurtured.

Teachers must be well-acquainted with their world, from neighbourhood to planet, just as they must be comfortable with themselves as individual beings. Their training must include a penetrating exploration of the most critical social, economic, political, cultural and ecological issues of our times, in preparation for their later work with students.

The world of the 21st century will most certainly be a much more intercultural and international setting than the present-day world. Our students will feel as natural with people from all around the planet as we today feel with our neighbours and countrymen. Television and the other media will continue to shrink our globe and connect us more tightly to one another, no matter what our geographic locations may be. Teachers who are preparing our young to make the most of opportunities posed by our increasingly interconnected, interdependent, and divergent world must themselves become comfortable with divergence, interconnection, and interdependence. Expectations of the "one right answer" on objective fact-based exams produce competive "either/or" modes of thought and action, which in turn help to justify the development of polarization mindsets. Teachers must explore alternative ways of evaluating student progress, which support

collaboration, appreciation of the richness of other cultures and ways of thinking about the world, toward mutuality of understanding and the evolution of planetary consciousness in all of Earth's current inhabitants.

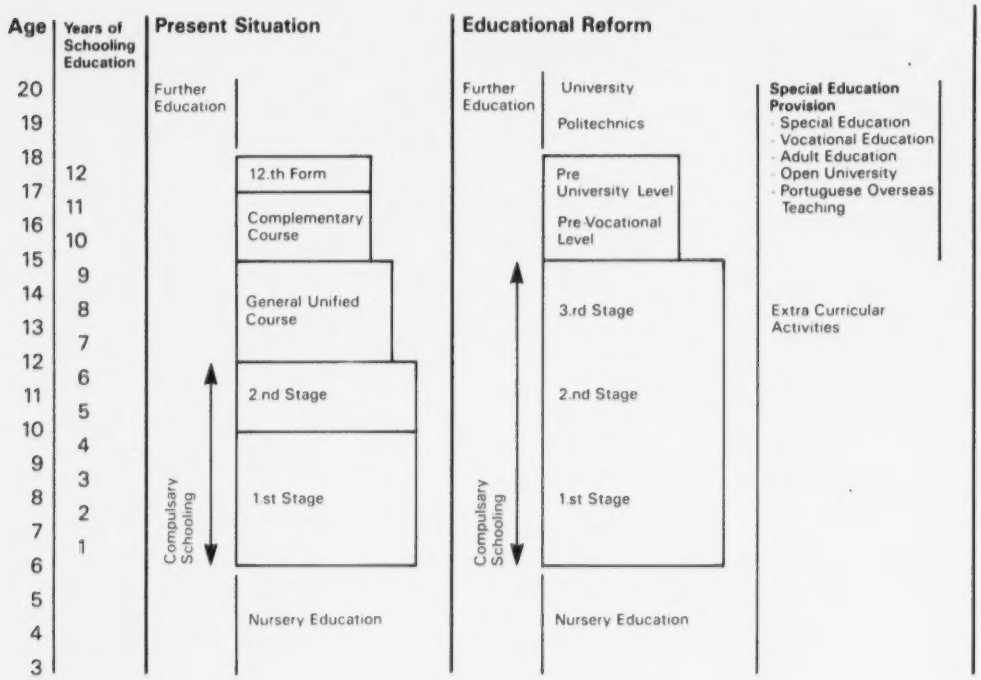
Perhaps most importantly, teachers should be advocates for a new educational paradigm which supports their role as facilitators of student exploration and discovery, rather than as the repositories and dispensers of information. Such a paradigm will set in motion a wealth of resourses to enrich teachers and students in their work together, and will encourage young people to empower themselves and others in their everyday lives.

Only if we guide and encourage our young to actualize their own potentials toward selfgrowth and societal improvement, can we hope that they will succeed in creating a better world than the one we are leaving in their hands.

3.3 Portugal

By Zita Magelhaes

The Portuguese participants of this country showed the structure of their educational system up to now and stressed the main changes that are to be implemented in Portugal.
The increase of the compulsory - schooling until the age of 15, the changes to take place in the curriculum of the secondary school and university. The different forms of special education provision were also mentioned.
In order to explain the structure of the Portuguese Educational System, the following chart was presented (chart 1).



Within the frame of the Educational Reform and the alterations it is due to bring, we would like to underline the extra-curricular activities and the importance to be given to Human Rights, Citizenship, and to European Citizenship in Education.

One of the projects to be carried out in the field of extra-curricular activities is the foundation of "Clubs". Students join a "Club" headed by a teacher and all together plan and organize activities during the school year.
The institution mainly responsable for this kind of projects so far is the Instituto de Inovaçao Educacional. It coordinates and follows up the work of the schools.
The performance pupils were able to watch (video) was the result of a year's work in the "European Club", at one of the schools were the project is being developed.
One of the institutions mostly concerned with Human Rights in Education is the Committee for the Promotion of Human Rights and Equality in Education.

The recent Education Law has a curricular space dedicated to school projects and it created also one discipline as on alternative for those pupils who dont want to attend Religion and Moral. It is the discipline of Personal and Social Education. It is a discipline to develop skills in order to enable the pupils to solve creatively situations with which people are confronted in several fields - familial, several, vocation, political economic and other domains. The new reform emphasizing the changing of the school ecological - system rather than the creation of new disciplines. The participation of the main intervenients of each school is the most important.

A joint effort of the festivals in Bayreuth, Glyndebourne, Edinburgh, Avignon, Spoleto and Knokke

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4.1. Workshop: Social Education & values; their place in the Scottish system

By Ian M. Barr

The Scottish school system
In Scotland, as in the rest of the United Kingdom, compulsory schooling begins at age 5 and ends at age 16; many older and younger pupils attend school voluntarily. Most children attend schools which are comprehensive, co-educational and provided by local authorities. Most Scottish schools are non-denominational but there are separate denominational schools, mainly Roman Catholic, within the public system.

Nursery Education
At September 1985, 38,160 pupils were attending education authority nursery schools and classes, mainly on a half-day basis; this number represented about 30 per cent of the three-four year old age group.

Primary Education
Normally children enter a co-educational primary school at about the age of five and, after following a seven-year course, transfer to secondary school at about the age of 12. Schools vary in size according to the community they serve; a one-teacher pupil school may serve a much bigger area than a larger city primary school. There has been a good deal of centralization of primary education in recent years, but it is rare for a primary pupil to attend a school beyond daily travelling distance of his or her home.

The primary curriculum is not centrally prescribed. Within the overall policy of the education authority, headteachers are free to devise the type of education best suited to the circumstances of their pupils. Currently a national initiative, Curriculum & Assessment 5-14, is taking forward plans for a much greater degree of central curriculum definition. This will provide a national framework within which schools will still have the responsibility to determine how best to deliver the curriculum for the particular circumstances of the school.

Secondary Education
More than 99 per cent of pupils in education authority secondary schools attend schools with a comprehensive intake and about 90 per cent of these schools provide education on an all-through basis covering the six stages of secondary education. In the remote and sparsely populated areas where secondary schools may only provide a limited range of courses, arrangements may be made whereby pupils may transfer at the appropriate stage to an all-through comprehensive school.

At the end of second year pupils choose which subjects they will follow in later years and although some selection of subjects may be necessary the general aim is to maintain a well-balanced curriculum for all pupils. In the third and fourth year pupils usually take courses which lead to examinations for the Scottish Certificate of Education at Ordinary Grade or the new Standard Grade. Pupils over 16 may stay at school for one or two more years when further qualifications may be taken.

In 1984-1985, 45 per cent of pupils aged 16 in the education authority sector remained at school voluntarily beyond the statutory learning age.

Special Education
Since 1983, special educational needs of all kinds have to be met by schools and special arrangements made for the education of handicapped children. Wherever possible they attend ordinary schools but for those who require a different environment or specialised facilities there are special schools, including independent schools, and special classes associated with ordinary schools. About 9.600 children attend special schools and classes.

The School Curriculum
The secretary of State for Scotland regularly issues guidance to education authorities on the content of the school curriculum based on advice given to him by Her Majesty's Inspectors (HMI) of Schools and the Scottish Consultative Council on the Curriculum (SCCC), the main advisory body on the curriculum.

National Examinations
National Examinations for the Scottish Certificate of Education (SCE) and Certificate of Sixth Year Studies (CSYS) are conducted by a statutory body, the Scottish Examination Board. It is also possible for pupils in the latter years of secondary school to obtain the National Certificate of the Scottish Vocational Education Council as an alternatve to or in addition to the SCE or CSYS.

The Scottish Consultative Council on the Curriculum (SCCC)
The Council is the Secretary of State for Scotland's principal source of independent advice on the school curriculum. The role of SCCC is
- to advise the Secretary of State for Scotland on the curriculum of schools in Scotland;
- to keep all aspects of the curriculum under continuous review;
- to promote curriculum development work;
- to issue information and guidance on the curriculum to education authorities, schools and others.

A changed Environment
The environment within which curriculum and curriculum development are now to be understood displays new features requiring increased attention. In the first place, education and the school curriculum figure highly in the Government's priorities with the result that Government initiatives increasingly provide the content in the shape of national guidelines. Secondly the focus of curriculum development has been significantly shifted towards the school by the recognition in the new teacher contracts of curriculum and staff development as professional requirements at all teaching levels and the allocation of substantial professional time for these activities. A clear requirement to support school-focussed developments has been laid on national bodies such as SCCC.

The rationale for the secondary curriculum
It is primarily the responsibility of Headteachers with their management teams to select and develop from the national framework and the local provision (and with reference to the qualifications, talents and interests of their own staff) a range of courses, modules and other activities appropriate to the needs of the school community. These are fashioned into a coherent series of programmes for each of the secondary stages, articulating in turn with the programmes of

associated primary schools, and with the requirements of the post-school sector. In making this provision, schools should:

a. have regard to claims on the curriculum from various sources;
b. establish a set of appriorate general aims with varying emphases at different stages;
c. identify process skills and key aspects of personal and social development which should permeate the curriculum and it is desirable for all pupils to experience during the secondary stage;
d. incorporate modes of experience, activity and study essential to the achievement of balance and breadth in the curriculum of all pupils at the various stages of secondary schooling;
e. identify a set of optional activities offering choice to pupils and broadening their experience.

Claims on the Curriculum

A comparative study of recent reports indicates general recognition that there are three main claims on the curriculum at all stages:

a. Demands of Knowledge
   In our culture education is closely associated with the development of knowledge and understanding. Each category of knowledge has its own distinctive skills, concepts, logical structure and methodology. There are cultural expectations that all pupils should experience to some degree the various forms of knowledge.

b. Needs of the Pupil as an Individual
   Pupils range from the highly gifted to those with profound learning difficulties, and from those who are highly motivated to some who have little incentive to learn. All pupils have differing educational needs and should be seen as individuals within each school community.

c. Requirements of Society
   "Society" includes national and local government, industry and employers, tertiary education, community interests, special interests and parents. All of these represent groups making claims and exerting pressure on the curriculum according to their particular perceptions. It is a function of the SCCC to offer advice on the priorities to be accorded to these claims.

From these claims there derives a set of general curricular aims.

General Aims and Objectives

On the basis of its comparative study, the Committee believes that the aims stated in the Munn Report are appropriate to all the secondary stages and so commends the following general aims for secondary education:

- the development of knowledge and understanding;
- the development of a range of cognitive, interpersonal and psychomotor skills;
- the affective development of pupils in a whole range of behaviour attitudes;
- preparation for life and development of social competence.

Building on the learning experiences of the primary school, the three stages in secondary education provide opportunities for further progress and growing maturity in relation to these aims. Thus:

- at S1/S2 emphasis is laid upon children continuing to develop skills, knowledge and understanding of themselves, the social world and the physical world;

- at S3/S4 the emphasis tends to be on pupils actively applying knowledge and skills within a selected range of courses in preparation for more specialised study and training, and for life;
- at S5/S6 the emphasis moves towards young people engaged in increasingly vocationally-oriented, specialised and individualised courses in preparation for working life or higher education.

In order to encompass these aims within planned curricula schools should take account of:
- elements which should permeate the whole curriculum;
- modes which are necessary to the achievement of breadth and balance;
- activities which can be regarded as optional.

Permeating Elements:
Essential to every pupil's development (at primary as well as at all secondary stages) are process skills and certain key aspects of personal and social development. Often these are part of the climate in which the learning takes place. They tend to permeate the curriculum rather than appear as discrete entities.

a. Proces skills include language and numeracy; learning strategies; accessing and processing information; reasoning and problem solving; practical applications.

   These are skills required by all children and adults in the context of their daily lives. Opportunity to practise them should be provided in every classroom, at every stage and in every course.

b. Key Aspects of Personal and Social Development, essential for all pupils, include health; rules and responsibilities; equal opportunities, understanding and tolerance; care of the environment; critical appreciation of the media; practical matters connected with the home and everyday living.

   Increasingly society expects aspects of personal and social development to appear within the school curriculum. Educational reports identify a variety of ways in which these exceptations can be met emphasising, where appropriate, local dimensions and applications of immediate relevance.

Process skills and personal and social development are the responsibility of every subject teacher at each secondary stage. Through these elements pupils intensify, extend and elaborate capacities and conceptual understanding beyond what is possible in ordinary social life.

The problem of overcrowding the curriculum has to be recognised. There are many special interest groups which would wish to add to the long list of existing courses. The school curriculum has to be sensitive to the needs of a changing society. Equally society has to appreciate that there are limits to the capacity of the school and the curriculum to encompass all matters, however important they may appear.

Modes: Balance and Breath
The Munn Report and Education 10-14 in Scotland identified, respectively, eight "modes of activity" and nine "aspects of experience" which were considered to be necessary for the achievement of breadth and balance in the curriculum of all pupils in these age groups. Neither "Action Plan" nor the HMI Report on the S5/S6 stages offered similarly structured guidance on breadth and balance for the

16-18 curriculum. However, from these documents we have identified certain elements which, in the context of increasingly specialised and vocationally-oriented studies, remain important in ensuring breadth and balance in every young person's continuing general education during the 16-18 years. These elements are, of course, now capable of development at much higher levels of maturity, application and relevance. In particular, creative thinking, rasoning, problem-solving and practical applications attain an enhanced significance.

Although the terminology, emphasis and degree of specificity varies in the recommendations of the Reports for the successive stages, common elements, connections and continuity are evident. Comparison of the full substantial agreement as to "experiences", "activities" or "elements" which are seen as necessary for breadth and balance in the curriculum at the various stages.

For convenience and clarity we propose, in the remainder of this paper to discontinue the use of separate descriptions and titles, and to adopt the common term "mode" along with more uniform terminology for all secondary stages. We commend these modes, along with permeating elements as essential components of every pupil's curriculum.

Thus we recommend that, throughout the S1-S4 (12-16) years, the curriculum of all pupils should include systematic and active study within each of the following modes:

1. Languages and Communication.
2. Mathematical Studies and Applications.
3. Scientific Studies and Applications.
4. Creative and Aesthetic Activities.
5. Technological Activities and Applications.
6. Social and Environmental Studies.
7. Relegious and Moral Education.
8. Physical Education.

For S5/S6 (16 to 18), these modes remain important in structuring the total curricular provision offered by schools, but in the curriculum of all pupils. Such a requirement would be in conflict wiwth the move towards specialisation through a negotiated curriculum. The descriptions of permeating elements provide a more useful basis for ensuring breadth and balance at this stage. We recommend, therefore, that for all pupils t S5/S6 the curriculum should encompass the following essential features:

1. Skills of Communication, Numeracy and Learning.
2. Creative and Critical Thinking.
3. Personal and Social Skills.

with knowledge and understanding deriving from selected courses and activities of an increasingly vocational and specialised nature.

Optional Activities
Within their curriculum all schools include optional activities and experiences which enable pupils to make decisions about what they engage in and to pursue personal interests. The extent of choice should vary from stage to stage. Thus:

- For S1/S2 (12 to 14 years) the curriculum should allow some opportunities for enrichment through pupil choice. The range of choice will be more limited than at late stages and should not

extend to more than 14 of the curriculum. Opting out of any mode of the common framework is not acceptable.

- For S3/S4 (14 to 16 years) a core plus options formula applies with a particular injunction that all pupils should study English, Mathematics and Science. Some 65% of the curriculum is in the core within which some choice of course is available. For the remaining 35% of time schools are expected to offer a wider choice of options from the core or elective areas related to each mode.

- For S5/S6 (16 to 18 years) individual curricular should be negotiated, with guidance, on a basis related primarily to post-school intentions, interests and motivations, while ensuring that the permeating elements are not neglected. The element of choice is now at its maximum and will focus largely on vocationally-oriented and specialised studies.

Designing and delivering individual curricula
This section:
a. recognises that most secondary schools are likely to continue to be organised on a subject department basis, but suggests a more flexible role for departments;
b. suggests a means of ensuring that process skills and key aspects of personal and social development, are effectively and appropriately available to all pupils;
c. proposed for each stage (S1/S2, S3/S4, S5/S6) a framework for ensuring that principles of balance and breadth, and elements of compulsion are built into individual curricula; and equally that all pupils are in a position to exercise choice within and beyond these elements.

The Role of Subject Departments
While not suggesting any radical departure from the organisational structure of subject departments in secondary schools, the SCCC considers that, rather than teach exclusively in subject terms, teachers should increasingly contribute to wider aspects of the curriculum. The greater flexibility of such an approach enables curriculum planning, nationally and in schools, to be conceived in term of courses related to an overall curriculum rationale and the needs of pupils rather than in purely subject terms. It also assists the operation of balance and choice within the negotiated curriculum of individual pupils.

The standard mechanism for ordering and delivering the formal curriculum are subject departments, the school timetable, course option sheets, classes, sets and individual timetables. These mechanism cope well with the traditional subject-based curriculum and, through rotational arrangements, are fairly easily adapted to accommodate modules and short courses. In the past, however, it has proved more difficult to achieve delivery of aspects of the curriculum which cross or fall between subject boundaries. In this connection a formula is now proposed.

Delivery of Permeating Elements
The propose skills and key aspects of personal and social development listed previously are expected to permeate the curriculum at a number of points and in a variety of ways.
The SCCC suggests the following three ways of ensuring that, without further overcrowding the core, these aspects are experienced by all

pupils while allowing some to have wider experience of them if they so choose, viz:
a. permeation
b. syllabus inserts
c. specialised courses of study.

Permeation is considered to be so important as to be the responsibility of every teacher at every stage of the primary and secondary school.
Permeation strategies encompass the process of teaching and learning as well as the overt content of a lesson. A glance at the lists on page 5 will confirm the importance of all teachers sharing this responsibility. Most often and most succesfully the acquisition of process skills and key aspects of personal and social development is achieved through careful selection of course materials, illustrations and applications incontext and through informal class discussion rather than through direct teaching.

These strategies are commended by the SCCC in its Position Paper in Social Education in Scottish Schools and in several other contexts. The process approach is exemplified in every new Standard Grade course, and in the supporting course materials now being made available to schools. It is not enough merely to make statements of commendation. The importance of permeation and process should be included in all pre-service and in-service training and reinforced in all authority and school staff development programmes.

Management teams and heads of departments should regularly monitor courses, teaching materials and classroom methods to ensure that permeation and process are operating effectively.

Syllabus Inserts deal with those key aspects of personal and social development which have been considered suitable for inclusion in the content of established syllabuses at S1/S2, in Standard Grade syllabuses at S3/S4, or in Higher/Post Higher syllabuses at S5/S6. Where this occurs within a common course at S1/S2, all pupils will have experience of those aspects. At the S3/S6 stages pupils will encounter only a selection of these aspects through syllabus inserts, although permeation should continue.

Those engaged in designing courses should have regard to the desirability of including appropriate inserts. There are obvious dangers of overlap which should be carefully monitored by headteachers and senior staff but they should not overlook the advantages of some degree of overlap for the purpose of reinforcement of pupil understanding.

Specialised Courses of Study are available in many of the themes listed by means of SCE full or short courses or NC modules. These offer to interested pupils at the S3/S6 stages an oppotunity to undertake more detailed and specialised study of these themes leading, if they are so inclined, to further study in the post school sector.

It is considered that the strategy outlined above provides a means of ensuring that process skills and key aspects of personal andsocial development are given a firm place within the curriculum structures of secondary schools with opportunities for all pupils to pursue further aspects to a depth appropriate to their particular needs and interests.

The strategy does not require or imply the establishment of additional subject departments nor, necessarily, new teaching qualifications. For the strategy to be effective, however, the approach of subject teachers and departments contributing flexibly to wider aspects of the curriculum is doubly important.

The central importance of social education
It is important to draw from the preceding description of the Scottish curriculum the following central points:
- the concept of a broad and balanced curriculum for all pupils at all stages is accepted;
- that personal development and social education are key components of that broad, balanced curriculum and are determined by means of a number of strategies; permeation, curricular inserts and special programmes;
- there is no provision for political education in the Scottish system.

Social education and the primary curriculum
In primary schools the approach to social education is essentially implicit and random but new initiatives aimed at providing attainment outcomes and targets for each curricular area - language, mathematics, environmental studies, expressive arts, religious, social and moral education will, to a certain extent, change that random character. Each of these areas must, in addition to having the appropiate knowledge and understanding, skills and attitudes defined, also take careful account of a range of cross-curricular issues:

- special educational needs
- equal opportunities
- cultural and ethenic diversity
- new technologies.

The intention being that if all curricular guidelines address these issues, as well as the process skills and other aspects of social and personal development, the curriculum will be infused with a set of values and attitudes that are, in society's terms, "good".
Such an approach raises a number of issues.

Issues for social education
The remainder of this paper is concerned with a consideration of features of recent developments; educational, political and social and a reflection on what these might mean for curriculum in terms of social education, values and citizenship.

a. recognises that most secondary schools are likely to continue to be organised on a subject department basis, but suggests a more flexible role for departments;

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THE CENTRAL IMPORTANCE OF SOCIAL EDUCATION

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In Primary schools the approach to social education is essentially implicit and random but new initiatives aimed at providing attainment outcomes and targets for each curricular area - language, mathematics, environmental studies, expressive arts, religious, social and moral education will, to a certain extent, change that random character. Each of these areas must, in addition to having the appropriate knowledge and understanding, skills and attitudes defined, also take careful account of a range of cross-curricular issues:

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- equal opportunities
- cultural and ethnic diversity
- new technologies.

The intention being that if all curricular guidelines address these issues, as well as the process skills and other aspects of social and personal development, the curriculum will be infused with a set of values and attitudes that are, in society's terms, "good".
Such an approach raises a number of issues.

Issues for social education

The remainder of this paper is concerned with a consideration of features of recent developments; educational, political and social and a reflection on what might mean for curriculum in terms of social education, values and citizenship.

"The long-term aims of social education for our children are to establish understanding of the way in which our society works and to prepare them to participate fully, effectively and with confidence as responsible adults in that society."

"Pupils should develop a sense of their own worth and the worth of others. They should develop the ability to live independently but co-operatively and to value the contribution of others."

Social Education in Scottish Schools (1984)

While these statements are ones to which we would all probably subscribe, in view of the increasingly pluralistic nature of our society, the difficulties and dangers inherent in any attempt to establish a general consensus on values should not be underestimated.

The movement in the United Kingdom and elsewhere to a more centralist model of curriculum definition is also worthy of careful consideration in terms of the values conveyed implicitly and, perhaps, explicitly through the curriculum.

Teaching is a value-laden activity. This is true and inevitable. But what are the values and attitudes transmitted and how is the way in which the curriculum is delivered important in respect of these?

There are times when an education system does not need to give too much explicit attention to matters such as values; times when there is a consensus on democratic, pluralist values. There are other times when that consensus is less apparent and then the position of values and a clarification of these values needs to be rather more explicitly stated. Is is possible to suggest that in Europe today we can see a disturbing increase in challenges to democratic values.
Intolerance and terrorism of various sorts are rarely far from the news. This is a time for careful consideration of values, social education and the curriculum.

But, if that proposal is accepted, we must be careful not to be about putting into the hands of "moral disciplinarians", of any kind, something with which they can browbeat, or worse, those who do not agree with them.

The issue

In a European context is it possible to indentify a set of shared values that should underpin learning and teaching and yet which recognise simultaneously the pluralist nature of our society and its absolute commitment do democratic processes? The Council of Europe believes that education systems can bring the people of our continent closer together and create a sense of European citizenship. It plans to develop pan-European syllabuses in, among other things, human rights - do the participants in this seminar have a role to play in that development?

WORKSHOP TASK

Focus for workshop

Participants should agree to focus on the issue of the delivery of social education/personal and social development in the school curriculum.

KEY ISSUE: Which should come first - a set of clearly understood and agreed values that are then enshrined in curriculum content?

OR

A curriculum content/structure that is inspected in order to determine the values it transmits?

Which approach, or other alternative, is best suited to society and the needs of the individual?

A number of second order questions result from this and might help clarify or illuminate responses.

How does the idea of values/social education in the school curriculum relate to:

- participants own training in this aspect;
- participants own practice;
- the reality that daily confronts participants and, perhaps, the mismatch between the values of the schools and the values of society at large;
- participants personal aspiration and values?
- consider how, if values and social personal development are accepted as a responsibility of the school system, these can be efficiently delivered;
- is it possible to identify a set of general "enduring" values/principles that would help "render the implicit more visible?";
- is it unrealistic, or even irresponsible, of schools to view themselves as a separate context for values development - should it be much more a partnership between school, family, home and community? If so, how is that extended educating community to share an understanding of values, social and personal development?

SOCIAL EDUCATION ISSUES

In considering the teaching of values and social education; what are the characteristics, principles and requirements that should underpin a social education programme
- in terms of the process of developing positive value systems?
- in terms of teacher attitudes and behaviours?
- in terms of students' needs?
- in terms of parent/family involvement?

GENERAL CONCLUSIONS

WORKSHOPS ON VALUES

GROUP I

The different backgrounds and systems from which the symposium participants were drawn made any simple consideration of values and social education related issues difficult.

In Portugal, there are problems because of ethnic groups, social classes and intellectual capabilities. This made it difficult for that system to address social development issues.

The American perspective suggested that, because of a lack of social development at home, the schools have a large part to play in providing social education programmes. The emphasis in such programmes tends to be on methodology and learning and teaching strategies; not on content,

The German experience was that the pressures on time to cover specified curriculum content made it difficult to find opportunities to talk about values. Teaching is mainly focussed on "getting to the end of the course."

A different picture was painted of the system in Holland. There the education system is very liberal and it makes possible many things. However, in fact, the curriculum is still very content-oriented in spite of considerable efforts in the form of curriculum and staff development to make it otherwise.

In addressing the question of which values to participants it was pointed out that national constitutions usually identified human rights as a principle and that from such statements a range of values can be adduced. Apart from taking such a constitutional reference point, it was thought almost impossible to agree on a set of values to which all groups would subscribe. To move to values shared across countries would be more problematic.

The Group I approach to resolving those difficulties was to suggest that more attention should be given to value issues in teacher education where the focus should be on encouraging student teachers to confront the values they promote explicitly and implicitly in their teaching.

GROUP 2

The group felt that the choice set out in the workshop paper, i.e. "values before content" or "content imparted in relation to values", was not in fact a real option. The reality was that curriculum content impacted on values at the same time as principles and values influenced the selection of content. The determinants of content versus values were:

- the type of school and its internal structures
- the social background of the pupils
- the particular curriculum content
- the attitudes of staff, whether a collaborative approach to decision-making was accepted or rather a separatist approach.

There were issues, however, that went beyond content and school ethos to the aims of education. Some of these aims would promote a set of values that transcended controversy, such as matters as; pragmatism, self-realization, compensation.

Within the subjective dimension the teacher could do much to help students be motivated and develop self-confidence; the teacher as facilitator and co-ordinator helping students collaborate and aiding autonomous, student-centred learning.

4.2. Workshop: Theory and practice on social studies

By Siegfried George

The workshop agreed on some condition to be fulfilled by countries to enable them to be a member of a common Europe. These are:

1. they should be democratic
2. they should guarantee civil rights
3. they should share a common history or be based upon a common cultural heritage
4. they should have a free market economy
5. they should not be members of the Warsaw Pact system.

Therefore several concepts of Europe were developed.

1. The 12 EC members, possibly enlarged by Austria, Norway, Malta and Iceland.
2. The EC plus Eastern European countries like Poland, Hungary, GDR and CSSR. This concept would instantly raise the question of German reunification.
3. Western Europe plus a "Finlandisation" of some Eastern European countries.

Another issue was which content would be necessary in "European" education and by which methods could this content be best taught?

Some suggestions for content were:

- struggle against national stereotypes;
- creation of a European consciousness and a European citizenship as a result;
- stress on the common historical ties of Europe;
- creation of a federal Europe respecting the individual traits of the member states;
- knowledge of the institutions of the E.C.;
- awareness that the rescue of nature is necessary;
- combination of economy and ecology;
- integration of foreigners into societies by a multicultural education;
- development of a social chart on a European scale;
  two foreign languages obligatory for each student;
- promotion of mutual understanding by exchange programmes (pupils and teachers);
- introduction of, in the first place, first summer courses or short seminars, ending up with the institution of international schools.

4.3. Workshop: Participation in the democratic process

By Chuck Tampio and Mary Jane Turner

The Close Up Foundation seeks to stimulate responsible participation in the democratic process through educational programs in government and citizenship.
The nonprofit Foundation is committed to developing new and better ways for young people, teachers, and a widening cirle of citizens of all ages to gain a practical understanding of how public policy affects their lives and how individual and collective efforts affect public policy.

The nonpartisan Close Up Foundation was established in 1970 in the belief that civic participation is essential to a responsive government and a healthy community. Our unceasing efforts to help citizens of all ages, abilities, and backgrounds prepare for a lifetime of effective citizenship are guided by these principles

- *Every American shares in the rights and responsibilities of citizenship.* Close up programs seek to bring all participants to a new awareness of their civic rights and the individual's capacity to make a difference.
- *Democracy is a dynamic process that requires continual involvement, questioning, and dialogue.* Close Up programs strive to provide each individual with the knowledge and skills necessary to participate effectively in the American democratic process.
- *We learn best by doing.* Close Up programs employ a hands-on methodology in which participants become actively involved in the issues, environments, and processes of public policy.
- *Civic involvement is a lifelong process.* Through its programs, Close Up seeks to ignite a lifelong commitment to active, aware citizenship.

Washington Programs

With the nation's capital as its classroom, the week-long Close Up Washington Program immerses participants in the politics and processes of American government.
In seminars on Capitol Hill, at meetings in foreign embassies, and in sessions with members of Congress, participants go behind the scenes to discover how our government works and to explore current issues with leaders and other decisionmakers.
In the course of the week, participants develop a new understanding of their role in American democracy and gain new enthusiasm for active, informed civic participation.

Washington Program for high-school students
Close Up is for all students. There are no grade point requirements, and students of all backgrounds and abilities are encouraged to participate. Each year, more than 21,000 students explore the nation's government with Close Up.

Washington Program for educators
Nearly 3,000 educators travel to Washington with their students each year. Educators participate in a special program designed to help them take new civic knowledge and teaching resources back to their classrooms.

Washington Program for Older Americans
Close Up has designed this special civic learning program for adults aged fifty and over. It is offered in cooperation with the American Association of Retired Persons (AARP).
The National Association of Secondary School Principals has placed the Close Up Washington Program on the National Advisory List of Contests and Activities for 1988/89.

Community-based Programs

Local, regional, state, and international
Community-based programs take Close Up's firsthand learning methodology across the nation to help students and teachers examine local governments and regional issues.
Thousands of high-school students, educators, and older Americans in communities across the nation -and around the world- take part in Close Up local programs each year.
Through the support of corporate and philantropic sponsors, especially RJR Nabisco, Inc., and the David and Lucile Packard Foundation, Close Up is able to provide technical and financial assistance to help educators plan local programs.

Program for New Americans
The New Americans Program offers tenth- and eleventh-grade students who have recently immigrated to the United States an opportunity to acquire the knowledge, skills, and confidence needed to become active, informed citizens. The three-part program begins with civic learning activities in local communities; extends to a week-long program in Washington, D.C., and culminates in a service project that is implemented in the home community.

Citizen Bee
The Citizen Bee is a national competition that encourages high-school students to increase their knowledge of American government, history, geography, culture, economics, and current events. It provides an incentive for students to become actively involved in social studies, and it offers educators a means to reward social studies achievement.
In 1988, more than 15,000 students in grades nine through twelve participated in the national Citizen Bee.
The Citizen Bee is endorsed by the National Education Association, the American Federation of Teachers, the National Association of Secretaries of State, the National Association of Attorneys General, and the National School Boards Association.
The National Association of Secondary School Principals has placed this program on the National Advisory List of Contests and Activities for 1988/89.

Civic Achievement Award Program
in Honor of the Office of Speaker of the House of Representatives

The Civic Achievement Award Program is designed to help build a solid foundation of civic awareness among students in grades five through eight. The program encourages students to strenghten their civic knowledge and skills in three ways: by mastering a core body of civic knowledge, by completing a research project, and by initiating a civic project.

The Close Up Foundation conducts the Civic Achievement Award Program in cooperation with the National Association of Elementary School Principals. The program is funded through an annual appropriation from Congress, administered by the Library of Congress.

Close Up Television

Nationally telecast Close Up programs feature key leaders and other decisionmakers speaking on current issues and events. These programs, highlighted by questions from a studio audience and call-in viewers, reach more than 33 million C-SPAN cable network subscribers across the United States. Foundation video outreach efforts also include national and international teleconferences that link participants in local communities with issue experts in Washington, D.C., via cable satellite.

Grants from The Du Pont Company and RJR Nabisco, Inc., support the Foundation's television programming.

Educational Media

Close Up supplemental textbooks -including Current Issues, Perspectives: Readings on Contemporary American Government, and International Relations- provide comprehensive insights into American government, the political process, and contemporary issues. They are used in hundreds of classrooms across the nation.

Close Up's extensive library of primary source videotapes, available to high schools and colleges, brings today's leaders directly into the nation's classrooms.

Close Up's educational mission depends on a strong partnership of government, corporate, foundation, and individual support.

The Foundation is privileged to have the support and endorsement of the U.S. Congress. Through the Allen J. Ellender Fellowship Fund, established by Congress in 1972, Close up is able to reach out to students in every part of the nation. This program makes it possible for students from low-to moderate-income families and their teachers to participate in the Washington Program.

The Foundation is proud os this congressional mandate and works to develop matching funds within the private and philanthropic sector.

4.4. Workshop: Calabria mia, as an example of the European dimension

By Hans Hooghoff, Netherlands

Introduction

The Social Studies project of the National Institute for Curriculum development for lower general and vocational secondary education
The National Institute for Curriculum Development was established in the Netherlands in 1975. At the request of the government, educational organizations and schools, about 300 employees work on curricula for specific types of education and subject fields. Three levels can be distinguished in the institute's so-called model publications:
1. publications at classroom or lesson level: teaching kits;
2. publications at school level: school curricula;
3. publications at national level: core curricula.

The project team for Social Studies
At the request of the Dutch Society of Social Studies Teachers, the project team for Social Studies developed subject curricula for lower general and vocational secondary education. This was done in close cooperation with schools in the following phases:
1. the development (2 schools) 1981-1983;
2. the response circle (9 schools) 1983-1985;
3. the follow-up circle (40 schools) 1985-1987.

View on Social Studies
With experts from teacher training centres and universities, the project team wrote the publication "Views on Social Studies, general frameworks for the subject" (1983) and distributed it nationwide. Many parties have subscribed to the general puport of this publication. Consensus has been achieved. The publication is based on a view of the relation between man, society and education emphasizing the individual's ability to make autonomous choices, despite the fact that our human behaviour is largely determined by tradition and socio-personal circumstances.

Social and political education
Social Studies is seen as social and political education, in which the development of knowledge and skills is related to the development of attitudes. The aim of the subject is:

to teach pupils to cope critically and creatively with social and political phenomena and problems on the basis of sound and relevant information.

Social Studies teaching is intended to stimulate pupils te make their own choices in their present and future lives.
At school, this is done by discussing themes chosen from six thematic fields:
1. Upbringing and education;
2. Living environment;
3. Labour and leisure;
4. Technology and society;
5. State and society;
6. International relations.

I *Suggestions for the development of a teaching kit for european studies*

Introduction

In this paragraph a brief description is given of suggestions and criteria used in developing study courses and lesson series for Social Studies. Proposals are put forward for planning and organization of teaching-learning situations.

In our view:
- curriculum development is not a linear bu a cyclical process;
- objectives are formulated as questions for the pupils, which encourages the pupils to make their own choices;
- the selection of subject matter is based on a coherent structure of concepts;
- the organization of lessons and methods are based on a number of didactic principles derived from social and developmental psychology and from the psychology of learning.

In recent years this "model" has proved to be of use to teachers working in the field of the humanities, provided they have taken part in in-service training.

Construction and content of teaching kit

In determining the construction an d content of a teaching kit, questions can serve as guiding principles:
1. Why and to what end do we teach European Studies?
2. What is taught and learned in European Studies lessons?
3. What methods of teaching and learning are applied?
4. How are the results evaluated?

A schematic survey:

Questions	Answer formulated in
1. Why and to what end do we teach European Studies?	aims and questions for the the pupils
2. What is taught and learned in European Studies lessons?	concepts and skills
3. What methods of teaching and learning are applied?	didactic principles and suggestions for the lessons
4. How are the results evaluated?	evaluation

Why and to what end do we teach European Studies?
In determining "why" and "to what end", we distinguish three aspects:
1. the general aim of the lessons
2. the questions for the pupils
3. the objectives of the lessons.

The general aim of the lessons
A brief justification is given of the way in which the lessons contribute to the aims of the subject field. An indication is given in what direction the teaching-learning process is guided. The content of the lessons must be circumscribed. On the basis of this general description of the lessons, a subsequent step can be taken (the reverse is possible as well!)

Aims formulated in questions for the pupils
Throughout the lessons, the emphasis is on the development of a personal identity, by which we mean that we wish to stimulate the pupils in formulating answers of their own to social and political problems. We cannot simply expect to plant explicit aims into pupils' behaviour. This is possible in vocational education, but is much more difficult in general education, unless we aim at a closed society, where deviations are not permitted; a society that educates for conformity. Nevertheless, we opt for a specification of the general aims. In doing so, we have chosen a specification based on questions that can be answered by the pupils themselves. This leaves open the possibility of a deviation from the familiar patterns of curriculum organization. This implies the acceptance that change is possible.

Objectives specified in terms of pupils' behaviour
A limited number of behavioural objectives for pupils can be specified. In developing aims/objectives through questions for the pupils based on pupils' behaviour, we create an implied evaluative framework for the lessons. On the one hand, a subjective analysis is involved: the pupils' own opinions are transferred. The way in which both are combined into a coherent strategy provides us with information about the degree to which objectives have been achieved.

What is taught and learned in European Studies lessons?
Here, two aspects are dinstinguished:
1. the skills
2. the concepts that compose subject matter and the content of the discussions.

Skills
It should not come as a surprise that in Social Studies, we are concerned not only with knowledge and insight but also with skills. A general definition of skills:
- the capacity to gain, integrate or internalize and apply information (the latter in the broadest sense of the word).

This definition points towards intellectual activities:
- reading
- asking questions
- listening
- analysing
- discovering interrelationships

- distinguishing fact from opinion
- expressing an opinion
- reasoning;

as well as social activities:
- discussing
- cooperating
- conserving
- assuming roles
- defending a point of view
- organizing action
- coordinating

etc., etc.

Skills are in fact very complex. They embrace both intellectual and social aspects. We do not make a distinction here between the so-called cognitive, social and sensorimotor skills. We prefer to use the term "skills" and indicate what skill can be exercised explicity within the context of the objectives.

The concepts that determine selection of subject matter and the content of the discussions

In this section we hope to contribute to an improvement of subject content. Furthermore, we aim at real intellectual growth of the pupils, e.g. by stimulating the formation of concepts. If we wish to circumscribe carefully the content of the subject (European Studies), we must know (for each teaching kit) what concepts we wish to transfer and their interrelationships. Specific facts are subject to rapid change and soon become outdated. Both Ausuble and Bruner have indicated that statements of a general nature are more valuable in the selection and determination of subject matter than facts. We should be concerned with clarifying the basis concepts in order to provide subject matter with a firm foundation. At this point, our assumption is based on our growing knowledge about the course of cognitive processes (in spurts of rapid growth followed by consolidation). It is important for subject matter to be in keeping with the way our pupils learn and think. In order to achieve this, we must have a clear picture of the structure of concepts underlying the information to be transferred.

This structure can be provided (for certain subjects) by a scientific discipline, and is hierarchically ordered from concrete features to very abstract ideas. Such conceptual structures have more or less the shape of a pyramid. By "concept" we mean that which is understood or thought, and as such is invisibly present in the mind: an idea. A concept that represents reality can be more or less composite and complex. We build concepts through action, imagery and symbolism. By dealing with reality directly, we summarize this reality in an image. This we transform into abstract symbols. These symbols, of which language is the typecase, can combine to form complex and general concepts of a high degree of abstraction Through language we can exchange thoughts about reality; we can indicate what we have understood. This can happen without commitment, without consequences for our behaviour.

Understanding reality can also be expressed in behaviour and action.

Our problem in teaching is the strong verbal orientation. Mainly by means of language, knowlegde and skill are transferred. The higher the type of education, the less attention is given to the experience of the pupils during the learning process, the more pupils are confronted

solely with a verbal explanation of very complex and abstract concepts. The emphasis is on transferring the *meaning* of concepts, thus neglecting two important aspects of the formation of concepts:

1. Completely new concepts are always formed on the basis of concrete characteristics. This applies equally to adults.
2. The concept as part of the cognitive structure of an individual is formed in a very *personal way*. It is an individual property coloured by emotions and embedded in a very private cognitive structure (the whole of experiences of an individual resulting in a coherent system of ideas regarding reality).

If, for instance, pupils only get to know the meaning of concepts like bias and manipulation through a definition and brief explanation by a teacher, without a deeper familiarization with the concrete features, without regard to the emotional colouring of these concepts, then verbalism is encouraged.

Teaching in which intellectualism receives undue emphasis leads to phraseology in discussions or aversion to social and political phenomena. To prevent this from happening, abstract concepts must be made to come to life through concrete features. Both subject matter and methods play a major and determining role here.

How do we teach and learn during European Studies lessons?
In determining the form that can be given to the lessons, a number of didactic starting points can play a supporting role. These principles have been derived from the knowledge gained in sciences such as psychology and biology, for instance about the functioning of the human brain, the course of thinking and learning processes, the influence people have on each other, etc. Application of these principles in designing lessons can considerably improve the quality of our teaching. They stimulate the learning of the pupils entrusted to us, and they make learning fun.
The following summary can be regarded as a checklist in the preparation of lessons. Many of these principles the teacher will apply as a matter of course, having learned from experience. Others can help to shift the emphasis in the lessons, to choose appropriate methods, to hold the attention of the pupils, etc.

Didactic principles
As was mentioned earlier on, the didactic principles determine the form of the teaching-learning process and indicate in what way the pupils' learning can be activated, kept going and directed.

Children's learning can be encouraged as follows:

1. Organizing the content of the lessons around a structure of concepts. On the basis of very concrete examples, the transfer and formation of these (interrelated) concepts is achieved step by step. This implies that the teacher must have a clear idea of these concepts, since they are what determines the selection of subject matter, the discussion in class, the selection of films, slides, articles, etc. The conceptual structure need not be very detailed, often a number of basic concepts will do. Again: pupils are not expected to merely reproduce definitions, but to really form concepts based on concrete features, and thus actually integrate the concepts, which can be of use in their approach to their social reality and the way they experience this reality.

2. Structuring and organizing the subject matter properly. The teacher uses the concept as a guide in selecting, structuring and

organizing the subject matter. The subject matter should contain a good number of examples that are familiar to the pupils, thus making complicated concepts intelligible for them. Structuring the subject matter can prevent jumping from one topic to another during the lesson. It also prevents too hasty and too big strides to a high level of abstraction.

3. Gearing pupils's expectations to the content of the lesson(s). People behave very differently with regard to information. They are by no means neutral or passive when confronted with incoming information, on the contrary, they pay attention to some aspects while ignoring others.
   Moreover, the selected information is reformulated, changed and adapted to the individual in complicated ways. The way in which information is viewed depends heavily on the circumstances under which it is received by or offered to the individual. These circumstances can be determined to a certain extent. In other words, the attention of the individual can deliberately be focused on the most important aspects of the information offered. The individual is "set" to the information to be transferred. The implication here is that the teacher should clarify what each lesson is about in advance. This enhances the effectiveness of the learning process. This can be done by presenting the objective of each lesson to the class, formulated as a question for the pupils. Keeping a logbook may also contribure towards the gearing (setting) of the pupils. The teacher can start where he left off last time and clarify the connection with the previous lesson (the previous pupils' question),

4. *The above principles apply to every lesson. From the following, a selection can be made depending on what is needed in a specific situation.*
   Giving pupils the opportunity to learn (acquire) completely new concepts from concrete to abstract. In this process we recognize three phases:
   - we deal with concrete features of the concept, for instance, we know how to drive a car, how to jump, we know things through action;
   - we discover a similarity between various concrete experiences (actions), we can describe this similarity through concrete examples (images); this is knowing through imagery;
   - then we are able to abstract similarities in our experiences into an idea, a concept. We can name this idea. We symbolize. For instance, we have classified a number of our experiences, based on intrinsic (essential) similarities and we label them indoctrination. We are in a position to distinguish this concept from other forms of influence.

   In teaching completely new concepts, the learning process in the classroom can be organized according to these three phases.

5. Stimulating the pupils to do a great deal themselves, to make inquiries, do research, solve problems on their own, carry out assignments. All this will increase the pupils' involvement, because they are given the opportunity to gain all sort of experience.

6. Where possible, using audiovisual material in an informative way. Films, slides, video productions can be used, accompanied by assignments, in such a way that pupils can trace the information themselves. Too often audiovisual material is used in an illustrative way.
   Pupils are then consumers and explanations are given before or after by the teacher.

7. Encouraging pupils to guess at information. Instant solutions are not given, pupils must first try to think of some for themselves.

8. Stimulating pupils to ask relevant questions themselves and search for answer on their own.

9. Having pupils compare various information on one and the same subject. This can already be achieved by having pupils compare in a discussion their own various answers to a question the teacher has asked.

10. Clarifying the subject matter means of contrast.

11. Giving pupils the opportunity to use their imagination and their feelings. In doing so, we recognize and stimulate the personal emotional colouring of the concept to be acquired.

12. Encouraging pupils to make use of their intuition. In doing so we prevent a one-sided analytical approach, and give plenty of scope to the pupils' inventiveness. Solutions found through intuition must be analysed afterwards.

13. Stimulating pupils in their search of solutions to think both divergently and convergently. They must not look for one single solution first (converging), but for several solutions (diverging). This promotes creative thinking.

14. Having pupils formulate hypotheses and test them. This can only be done with older pupils.

15. By regularly summarizing the subject matter and repeating it in various ways. This supports the growth of concepts. Having each pupil to keep a logbook of the lessons is a good application of this principle.

Finally, the application of the above principles does not exclude the traditional "chalk and talk" method of teaching. Used with care, it may contribute to a functional and effective teaching-learning situation.

How to judge/evaluate European Studies lessons?
In answering this question, it helps to formulate the objectives of the lesson(s) as questions for the pupils. In this way, evaluation questions also emerge. In evaluating the results, we are not concerned with checking the pupils ability to reproduce the subject matter offered, but rather with assessing the real intellectual growth achieved. To what degree has identifications and application taken place? As we mentioned before: questions give direction to the teaching-learning process. Part of the answers are given by the subject matter. Another part must be found by the pupils themselves.

They thus discover their own answers to the questions put before them. They have grown intellectually if they are able to apply the interrelated concepts acquired to new problems. This can only be judged in the longer term. Injudging the short-term results, we look at both the wrong and the right answers. The mistakes made can serve as feedback for both the pupils and the teacher. Through mistakes, the pupil can learn to correct himself, independent of the teacher. The peoples' mistakes may give the teacher ideas for improving the lessons. In addition, this type of feedback can guide the pupils to the aims of the lesson series. Some tips for good feedback:

a. Suggestions should be given how to work, and not how not to work: the latter is demotivating rather than stimulating.
b. There should never be too much information, and it should leave the problem-solving to the pupils themselves.
c. The feedback should be economical and fit into the pupils' system of activity: action, imagery and symbolism.
d. Feedback should increase thé pupils' independence of the teacher: the pupil must learn to correct himself.

The results of a lesson series can be expressed in various ways:

- group discussion
- projects and subsequent discussion
- lectures
- an exhibition or part of one
- an article/essay
- a panel discussion
- a written text
- test paper
- poster

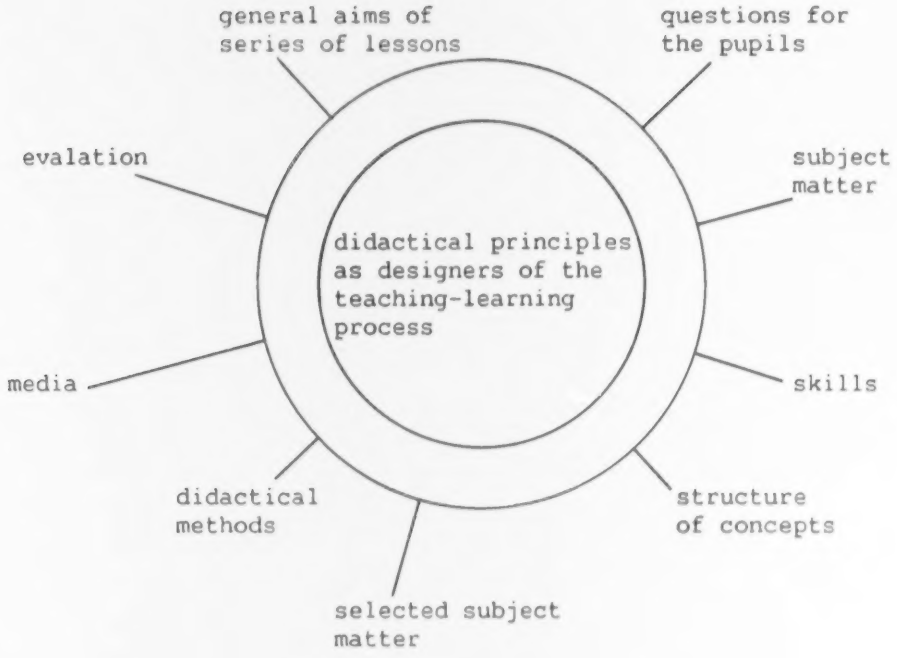
etc. etc.

In cooperation with the pupils, the criteria for evaluation can be formulated. Preference is to be given to a diagnostical evaluation. What other things should the pupil learn in order to get further in his or her development? Where are the gaps. How can these be filled?

Developing a teaching kit is a cyclical process. All the segments of such a kit can be placed on a circle. The development process can start at any given segment of the circle. Each segment is closely related to the others in such a way that taking one leads to the other. The segments must be geared to one another. The aim is to achieve a consistent and complete lesson plan (study course).

The development of a lesson plan can begin with the selection on the media to be used (a slide series with soundtape, for instance). From there onwards, all segments can be fit in. This approach has proved to be satisfactory in actual practice. It does require a certain amount of flexibility of those involved, but creativity is rewarded, and it prevents one form becoming bogged down by discussions on aims and objectives.

- conception of man and society
- general aim of Social Studies
- aim of thematic field



II Calabria, an example of an educational theme

Justification of the choice of the theme

In principle, the thematic field International Relations comprises all problems and phenomena of an international nature. One of the aims of Social Studies is to increase, deepen and broaden pupils' understanding of the world around them. Concepts are taught by means of concrete, familiar phenomena approach is of central importance.

From their thematic field International Relations, the subject area "poor European regions" was chosen, an example of which was the theme "Calabria, mia, leave or stay?" Calabria in southern Italy was to represent a poor European region. In considering the choice of Calabria, it appeared that this region had characteristics which were relevant to International Education. For instance, Calabria's backwardness is not an isolated fact: here too, an interdependence exists between more and less developed areas. A prominent feature of this dependence is migration (foreign labour), which brings us to such topics as cultural minorities. Inevitably: interdependence leads us to the question of moral responsibility: to what extent are the question of moral responsibility: to what extent are the Dutch (also) responsible for the situation in Calabria, which is so much worse than our own?

What also attracted attention to regional problems in general and southern Italy in particular was the establishment of the EEC (1958), although this remained limited to small circles. The general public is still unaware of the existence of southern Italy as a developoment area. For over 100 years, southern Italy, or, as it is called in Italian, the Mezzogiorno, has been a region characterized by poverty and underdevelopment. In many other respects as well, it is different from the Netherlands.
By means of the subject matter units "leisure" and "future", an attempt is made to clarify the contrasts between the Netherlands and Calabria. The problems inherent in what is old and familiar to the pupils in their own environment are easier to spot when set against a different way of life. "Pocket money", for instance, is by no means taken for granted by young Calabrians. The standards and values of Calabrian teenagers with regard to matters like family, work, leisure, future, school, etc. are quite different form those of their Dutch peers.

In this lesson series "Calabria" is not viewed in isolation. Concepts are introduced such as migration, which, as was said before, point towards an interdependence existing between the Netherlands and southern Italy or Calabria. Southern Italy, including Calabria, receives financial support from Italian and European authorities. On the other hand, to this day, thousands of foreign workers have supported the industria productivity in western Europe. Undeniably, a socio-economic interwovenness exists between western European societies, which in the Netherlands has resulted in cultural minorities (we call our society multicultural). Particularly the latter prompts us to recognize a moral responsibility.

The lesson series "Calabria mia" is about a society contrasting sharply with Dutch society, historically and culturally as well as socio-economically. This makes it possible to explain central basic concepts such as *social determinedness* and *freedom of choice*. By means of questions like "what are leisure and future like in Calabria?" "by what factors are they determined? and "how free are young Calabrians in making choices with regard to leisure and future?", insight can be gained into social determinedness. An attempt has also been made to place the situation in Calabria in an historical perspective, so that pupils come to realize that the future is partly determined by choices made in the past. This perspective also reveals society's resistance to change.

On the one hand, there is reality as it now exists, a reality which must be taken into account and which imposes limitations. On the other hand, young people are still open-minded enough to make their own choices, to depart from the beaten track, which will enable them to give their future its own colour, meaning and content.

Besides individual reality, there is also socio-economic and political reality. The Netherlands and Italy are both members of the European Community. Since 1979, citizens of the EC can, by casting their vote, influence Community policy, have a say in matters like labour, income, etc. and consequently in the future. The reality of western Europe makes it necessary for young people not only to know about the diversity of societies in Europe, for example to understand and appreciate the uniqueness of Calabria, but also to realize that

knowledge and understanding can be expressed in a vote. Pointing out the great differences and inequalities in our part of the world, and trying to explore their background can lead to insights and attitudes which may improve such a situation.

III General survey of the lesson series
Information for the teacher

Objectives of the lesson series

Product goals of the lesson series Calabria mia.

- The pupils have knowlegde of and insight into the socio-economic underdevelopment of Calabria, and can indicate its primary causes and effects.
- The pupils know what options young Calabrians have with regard to how they spend their leisure hours and what determined and determines these options.
- The pupils know what options young Calabrians have with regard to their future and what determines their choice.
- The pupils know what choices they can make with regard to leisure and what their future opportunities are compared to young people their age in Calabria.

Process goals: skills which are learned and developed through the subject matter.

- Learning to ask relevant questions.
- Learning to look at and deal with information.
- Learning to reflect on learning experiences.
- Learning to discuss and listen.
- Learning to work together.
- Learning to summarize.
- Learning to carry out assignments in a team.
- Learning to present information found.
- Learning to choose a point of view.
- Learning to argue.
- Being able to use concepts.

Objectives of the lesson series, formulated as basic questions for the pupils.

- What disadvantage does Calabria have compared to the Netherlands, and what causes this disadvantage?
- How can young people in Calabria spend their leisure hours, and what options are open to them for the future?
  Why?
  Basic concepts: social determination and freedom of choice.
- How do we spend our leisure hours and what are our future opportunities?
  Basic concepts: social determinedness and freedom of choice.
- What do we think of their way of life?

Central problem Calabria mia "Leave or stay?" Leisure and future of young people in southern Italy	
Thematic field	Subject area
International relations	Developing European regions
Units of subject matter	Basis concepts
Leisure and future in a socio-economically disadvantaged situation	Social determinedness Freedom of choice

Structure of concepts	
Social determinedness	Freedom of choice
- circumstances - assigned identity - adapting/conforming - role assignment - limitation - taking for granted - routine - social rules - tradition, history, taboos, customs	- opportunities - chosen identity - experimenting - dissociation from roles - freedom of thought and action - changing - inventiveness - alternatives - plans for the future, distance, independent choices
Social determinedness	Freedom of choice
Leisure	Future
- disco/going out - homework - outwork - church - media - sports - reading	- higher education - home - (un)employment - schooling - migration - marriage -

Note:
The structure of concepts is an aid to the teacher. It is the framework into which the subject matter can be fit, offers a means of organizing the subject matter.

Brief description of the lesson series (Units A through D)

Unit A	4 lessons	Introduction
Basic question: What disadvantage does southern Italy (particularly Calabria) have compared to northern Italy?		

By confronting pupils with remarks and experiences of young Calabrians, they realize what restrictions Calabrian society imposes. A slide series visualizes a number of socio-economic aspects of Calabria and leads the pupils towards the central question of the lesson series: what choices can be made in Calabria and what determines them? Besides the slide series, two pupils' texts give an idea of the social differences between northern and southern Italy, focusing on the situation in the southern Italian region Calabria.

Unit B	3 lessons	Leisure and future of young Calabrians
Basic question: How can young Calabrians spend their leisure hours and what options are open to them for the future compared to Dutch teenagers?		

Making use of "true-to-life" texts, small groups of pupils look for:
- examples of leisure and future in Calabria;
- the similarities and differences compared to their own leisure activities and future opportunities;
- a number of causes underlying the differences found;
- the causes of these problems.

In short: the field of tension between social determinedness and freedom of choice. In Unit B, the emphasis is on independent work. Pupils are taught to look for answers themselves and present them to the class.

Unit C	3 optimal lessons	Our chances, their chances

In the three optional lessons, leisure activities and future opportunities of Dutch teenagers can be studied more closely. Attention can also be given to the leisure activities and future opportunities of the second generation of foreign workers (optional lesson 2). Finally, in the last optional lesson the European support given to an underdeveloped European region (southern Italy) can be treated in more detail.

Unit D | 3 lesson	Test
Basic question:	What do we know about leisure and future opportunities in Calabria, and what do these matters depend on?

In this final lesson, a test is to reveal to what extent the learning objectives formulated have been attained. The pupils' ability to reproduce certain elements of the subject matter and/or apply them is tested (production). For this purpose, they are given a text with various sorts of questions, all focusing on the question: should one choose to leave or choose to stay? Of course testing can take place on other ways or at earlier stage. The questions and assignments incorporated in the text of the lesson series are brought together once more here.

CONCLUSION OF THE WORKSHOP

1. General

A. Introduction

Presentation of a Dutch Project as a contribution to European studies - Calabria mia

Background: Calabria as one of the European regions supported by an European Commission fund.

Intention: Promote understanding and tolerance by the Dutch pupils towards other Europeans.

Realisation: 40 Dutch schools participated
- comparative studies
  Calabria vs. the Netherlands
  disadvantages of living, social and economic problems, leisure time activities.

Migration: social determinedness
freedom of choice.

Points of criticism of such a project - doubts, bad feelings
Isn't it patronising/arrogant?
What is new about such a concept?
Can the comparison of leisure time activities be a useful guideline?
Why is there so little co-operation, if any?
How do the Dutch children see it (different social backgrounds)?
Is it likely to be effective or does it cement prejudices?

B. Group Discussion

1. Why teach Europe and to what end?
   - political realities make it obvious
   - helps to break through nationalism, i.e. feeling of being better than the others
   - helps to establish a multicultural society
   - not necessarily a European society
   - danger of destruction of cultural identity.

   Teachers' Aim

   Fill the concept of European dimension with positive connotations in order to prevent politicians from misusing Europe as a power pact (supernationality).

2. Definition: Who are we?

   Thesis: national political education

   Third World, European education, international education.

3. Contents of European education

   Comparative teaching in all fields (history, geography, literary exchanges, material and personal/simulation), more language teaching, teaching training.

5. APPENDICES

5.1. In-service Training of Teachers in Bavaria, the focus of the Akademie für Lehrerfortbildung at Dillingen

Ludwig Häring, director of the Academy for In-service Training

The statements of the Bavarian law on in-service training of teachers
Article 20 of the law from September 29th 1977 regulating in-service training of teachers says: "In-service training serves the need of maintaining the teachers" qualifications acquired for the exercise of their profession and of adjusting these qualifications to new scientific, economic and professional developments.
It must be promoted by institutions for in-service training. The teachers are obliged to continue their education and to attend official in-service training courses... The scope and contents of in-service training are regulated by the Bavarian Ministry of Education."

Compulsory/Voluntary in-service training - the actual application
Compulsory in-service training exists -in conformity with a resolution adopted by the Bavarian State Parliament or by order of the Bavarian Ministry of Education- for teachers

- who hold or assume new tasks as supervisors (American school superintendants), headmasters (American principals) or instructors in phase II of teacher training (training of student teachers), and for all trainers in regional and local in-service training activities (multipliers);
- who are obliged to participate by their superiors, the government or the Ministry of Education (e.g. in the case of an individual teacher who is in obvious need of in-service training - or if reform measures have to be put into practice). All addressees for compulsory in-service training courses are selected in advance for every planning stage.

Voluntary in-service training
The Academy in Dillingen tries to offer at least 50% of its capacity to the average teacher without any particular functions. The application for this type of courses is voluntary.

Application for in-service courses
The teachers apply through official channels. In the case of voluntary in-service training it is the headmaster who decides whether he can release a teacher from his official duties. Training courses are also held during school holidays.

Organization, planning and execution of in-service training in Bavaria
Total capacity
The general statistical survey on in-service training of teachers in Bavaria sets out that, on the average, every Bavarian teacher participates in a two-day training course every year or in a one-week continuation class every other year.

Organizational structure
Organizationally speaking, in-service training of teachers is divided into three fields:

On a central level in-service training is represented

- by the Ministry of Education itself (this applies primarily to elementary education);

- by the Academy for In-service Training of Teachers in Dillingen. Including external courses there are some 220 or 250 places for participants available in the Academy every week. In addition to these there are permanently courses at the Institute for the In-service Training of Teachers in Gars, at the Academy for Political Education in Tutzing, at the Kerschensteiner Kolleg of the "Deutsches Museum" in Munich, at the Academy for Nature Conservation in Laufen and, if necessary, also in rented houses (e.g. for courses for instructors of student teachers, courses on problems with children of linguistic minorities, on educational subjects and tasks of topical interest).

Central in-service training provides for
- all compulsory in-service training courses for school inspectors (American school supervisors), headmasters and the other officials for special tasks mentioned before;
- the training of lecturers (= multipliers) who are selected as course leaders in regional and local in-service activities to pass on pedagogical and organizational reforms in school: these trainers are prepared for their tasks at the Academy;
  (For these addressees in-service training is compulsory.)
- courses for all teachers: at least half of the total capacity is reserved for this purpose. (This is imperative for feedback and credibility of in-service training with the teachers on the basis!)

The number of courses at the Academy and the other institutes for in-service training is apportioned among the different types of schools:

19% are allotted to	grammar schools
16%	vocational schools
8%	middle schools
40%	elementary schools
5%	schools for handicapped children
12%	topics of general interest for all types of schools

Regional in-service training is conducted
- by the commissaries of the ministerial school departments as far as grammar and middle schools are concerned (on the regional level of their administrative districts);
- by the regional governments as far as elementary and vocational schools are concerned (in the case of the latter also because of contacts with the industry, business firms and practical training).

Local in-service training is only useful in the field of elementary education where schools are numerous enough in a given district. It is ensured by the individual supervisory school authority in its respective administrative district.

The planning process
The acquisition of planning criteria
The planning criteria for the priority programme -that is a pedagogical basic programme for the in-service training of teachers valid for the duration of two years- and the subjects for the individual courses result from a diagnosis of the actual educational situation and the requirements for school and teacher: the quantitative and qualitative offers of courses are determined by the curricula, the pedagogical situation in a given subject or in the whole field of school education, by the needs of the individual

teacher or groups of teachers as established with the help of questionnaires at the Academy for In-service Training, by topical issues concerning pupils and adolescents as well as by cultural, political, and social phenomena (e.g. the drug problem, youth sects, children of foreign workers, a new legal situation, etc.).
Moreover anyone who makes proposals as to the improvement with regard to contents, subjects and methods of in-service training courses will be a welcome interlocutor of the planning and executive authorities.

The planning of the contents
The Academy at Dillingen, the central institution for the in-service training of teachers since 1971, is responsible for the planning in substance of in-service training courses in Bavaria. Its autonomy in planning is exercised in close cooperation with the Institute for Educational Pedagogics and the other responsible executive bodies of (regional) in-service training, i.e. -in the field of grammar and middle schools- after consultation of the responsible commissaries of the ministerial school departments as well as of the officials for in-service training at the regional governments for the field of elementary schools, vocational schools and schools for educationally subnormal children. The idea and the purpose of such a wide-spread investigation of opinion is to establish -with the help of concerted objectives, joint implementation, and mutual assistance and supplementation- the greatest possible efficiency and credibility with the "ultimate consumer", the teacher, and to ensure an effective improvement of the educational quality of the schools.

Procedures
There is a coordinating body at the Ministry of Education composed of the in-service department heads of the ministerial school departments, the institutes for in-service training of teachers, the State Institute for Educational Pedagogics, and the Institute for Didactic Research. This committee decides upon the programme, which, after the establishment of a draft, is passed by the Academy in an editorial meeting, then put into print by the Bavarian Ministry of Education and finally distributed in all Bavarian schools.

Cooperation in practice
There is a trustful climate of cooperation among all authorities concerned with the in-service training of teachers. This is due to the comprehensive coordinating measures undertaken by the State Ministry via the Academy. Furthermore it is due to the ever more uniform training of multipliers at the Academy, to the fact that a consensus has been reached on the factual, professional, didactic necessities and the aim of utmost efficiency. Planning and practice are the subjects of joint deliberation as well as the discussion of contents and of didactic conceptions. Central courses for "instructors" and regular talks with all those concerned have proved to be indispensable and effective "regulating factors" of the very differentiated and complimentary organizational levels of the in-service training of teachers in Bavaria.

The differentiated system of in-service training of teachers covers the whole country like a network. It tries to achieve an optimal compromise between the principles of thorough planning and the implications of practical experience, between the objectives set by the central authorities and the actual demands of school reality resulting from different standards of the individual teacher in pedagogical and professional knowledge as well as in personal motivation. A procondition for this optimal compromise is a harmonious

cooperation between educational planning, school administration and in-service training. Every organizational structure daily wants a renewed evaluation of the contents. Only in this way can symptoms of encrustration be avoided.

5.2. Program

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Instituut voor Leerplanontwikkeling, Beltstraat 44, NL-7500 CA Enschede

Course from 17 July to 21 July 1989

International Symposium: Social Studies and Civic Education in Europe, and in the USA

Directors of course: Director of Social Studies Gerhard Hacker/
Secretary Dr. Hans Hooghoff

Place : Akademie für Lehrerfortbildung
Kardinal-von-Waldburg-Strasse 6-7
8880 Dillingen a.d. Donau

PROGRAM

Sunday, 16 July 1989	Arrival for the European participants
Monday 17 July 1989	
11.00 a.m.	Arrival for the German participants
12.00 a.m.	Lunch
2.00 p.m.	Welcomes and introductions Ludwig Häring/Gerhard Hacker/Dr. Hans Hooghoff
2.30 p.m.	Political education in and about Europe: a report of - Federal Republic of Germany (Bavaria) - Hungary - Italy - Portugal - USA Gerhard Hacker/Dr. Hans Hooghoff/participants
3.30 p.m.	Break
5.30 p.m.	Supper
7.00 p.m.	Where you are and what we do: in-service training for teachers at Dillingen The region of Swabia as a part of Bavaria Gerhard Hacker
Tuesday 18 July 1989	
8.00 a.m.	Breakfast
9.00 a.m.- 5.30 p.m.	Workshops "How to promote Europe in the classroom?"

workshop 1:	Political participation in practice - an extra-curricular activity, the Close-up model Dr. Mary Jane Turner/Charles M. Tampio, Close up Foundation, Washington D.C.
workshop 2:	A didactical approach to the European dimension - guidelines, proposals, comparisons Dr. Hans Hooghoff
workshop 3:	Theories and didactics of political education: what can we learn from each other? Prof. Dr. Siegfried George, Justus-Liebig-Universität, Giessen
workshop 4:	Social education and values; the Scottish system Ian M. Barr
5.30 p.m.	Supper
7.00 p.m.	Reception given by the mayor of Dillingen/Donau, OB Hans-Jürgen Weigl

Wednesday 19 july 1989

8.00 a.m.	Breakfast
9.00 a.m.- 11.00 a.m.	Presentation of the results of the workshops Gerhard Hacker/Dr. Hans Hooghoff/participants
12.00 a.m.	Lunch
2.00 p.m.-8.00 p.m.	Excursion to Neresheim and to the Nördlinger Ries: a geological and cultural phenomenon Gerhard Hacker, Ludwig-Maximilians-Universität, München

Thursday 20 July 1989

8.00 a.m.	Breakfast
9.00 a.m.-10.15 a.m.	The European regionalism - a challenge for politics and education Prof. Dr. Theo Stammen, Universität Augsburg
10.15 a.m.	Break
10.30 a.m.-12.00 a.m.	Multicultural education - the American experiences Dr. Mary Jane Turner/Chuck M. Tampio, Close Up Foundation, Washington, D.C.

1.00 p.m.	Media-workshop: how to promote mutual European understanding? Participants produce audio-visual media: how we see each other? Technical assistance: Dieter Berg, Puchheim/Helmut Dango, Baldham/Johann Rambeck, München
5.30 p.m.	Supper
6.30 p.m.-8.30 p.m.	Continuation

Friday 21 July 1989

8.00 a.m.	Breakfast
9.00 a.m.-10.30 a.m.	Presentation of the results of the media-workshops
10.30 a.m.	Break
11.00 a.m.	Final meeting, course evaluation, conclusions, recommendations Gerhard Hacker/Dr. Hans Hooghoff
12.00 a.m.	Lunch
	Departure (after Lunch)

THE PARTICIPANTS, DILLINGEN, JULY 1989

BEST COPY AVAILABLE

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